



## **EYFS Policy**

At Poplar Farm School, we provide equality of opportunity. For us, inclusive education means tailored provision to meet the needs of all learners. We believe quality learning takes place both inside and outside the classroom and at the heart of our thinking is the commitment that all children are actively included and fully engaged. Our school in line with the Trust values is inclusive, removes barriers to learning and respects diversity in all its forms. We value differences in belief, opinion, customs, appearance, ideas and ability.

### **Introduction**

This document is a description of our current practice and procedures in the teaching of the Early Years Foundation Stage.

The characteristics of effective learning are the ways in which a child engages with other people and their environment, for example, playing and exploring, active learning, and creating and thinking critically. These underpin learning and development across all areas and support a child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences and support learning in all other areas including:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
  - The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. Specific areas include essential skills and knowledge for children to participate successfully in society.
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
  - It also refers to our practice of cross-curricular teaching and learning which encourages children to make links and practise skills in a relevant and interesting way. Our belief is all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

## Poplar Farm Primary School **Early Years Foundation Stage Policy**

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.

The overarching aims of the EYFS are to help young children achieve by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring every child makes progress and no child gets left behind;
- providing equal opportunities and anti-discriminatory practice and ensuring every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- creating a framework for partnership working between parents and professionals, and between all the settings the child attends;
- improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks and providing the basis for the inspection and regulation regime;
- Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child and informed by the use of ongoing observational assessment. The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:
  - A Unique Child
  - Positive Relationships
  - Enabling Environments
  - Learning and Development

### **Entitlement**

Teaching and learning of all subject areas begins in the Foundations Stage and has its basis in play and discovery. Every child, regardless of ability, experience and background will be supported to be successful in this area of learning. Those children identified as requiring extra assistance are afforded opportunities through time spent with staff members as well as the support entitlement of their Individual Education Programmes. There are similar expectations to present work across the curriculum so that children are encouraged to present their work to their highest standard and have an appreciation of the needs of the reader/audience.

### **Curricular Delivery**

The learning and teaching of the different curriculum areas within the Early Years Foundation Stage within the timetable varies according to the interests and needs of the children. In the Foundation Stage, much of the learning takes place through play which is important for children's all-round physical, emotional, intellectual and social development. Links are made to the seven areas of learning in the Early Years Foundation Stage Framework and their position in the world. As a school, we have chosen drivers which weave through all areas of the curriculum and provide motivation for the teaching of each area of learning. These include the development and understanding of:

- Creativity
- Caring
- Community

### **Learning and Teaching**

Foundation Stage teachers follow their specific curriculum, with subjects being taught as part of themed work usually initiated by the children. Each week, there is a Literacy and Maths focus and phonics is taught in differentiated groups, rigorously each day.

Priorities for the Early Years Foundation Stage are identified as children being happy, safe and secure within their learning environment which will promote a lifelong love of learning throughout the rest of the school. We want children to achieve their full potential and become confident individuals through the relationships they make.

All work is differentiated for ability or outcome, based on the needs and skills of the children in the class.

### **Resources**

The quality of resources offered to our children, as a vehicle for their learning, is seen as crucial to the overall success of learning and teaching within the school. These are chosen to provide a context for learning which will motivate, inform and enrich the lives of our children.

There are libraries in each Key Stage which are organised to support the development of key study skills, as well as supporting knowledge and research in this area of learning.

### **Health and Safety**

Class teachers carry out individual risk assessment based on activities, substances or equipment used. These will take into account age of children and level of supervision and will identify measures to reduce risk.

### **Assessment, Recording and Reporting**

The most important and productive assessment is the on-going, formative teacher assessment of learning made by staff during their daily teaching. Evaluation and review of practice and outcomes are made and inform next-step planning. Learning outcomes are shared, giving immediate feedback and next steps for the children can be discussed. Peer and self-assessments occur daily as children work together.

All children have a Learning Journey for observational assessments which are made during child-initiated learning opportunities as well as some focused tasks. These are shared regularly with parents, who also have their own to share with the school. Assessments in Nursery and Reception are made using Development Matters and tracked using Learning Journeys and School Pupil Tracker. The final Foundation Stage assessments are made in the Summer Term against the Early Learning Goals and moderated internally with support from the LA.

### **Monitoring**

Teaching and learning, curriculum coverage and standards are monitored by members of the curricular group. Evidence is collected and monitored e.g. photographs, planning, lesson observations, book scrutiny where applicable and examples of work/outcomes.

### **Special Needs/Inclusion**

Every child in the school has access to their full entitlement as outlined in the Schemes of Work. Where required, an amanuensis or scribe is provided so the child has full access to the curriculum and can be assessed appropriately.

Differentiation extends to planning and preparation for individual children as deemed appropriate. This includes more able children.

### **A Partnership between Home and School**

We recognise that learning begins at home and therefore we value the contributions of parents in teaching and learning. Parents are informed on a half-termly basis of the topics covered and encouraged to support the school's homework policy. Parents are invited into school each week to participate in Reading Mornings in addition to themed days and educational visits.

### **Equal Opportunities**

We monitor both the delivery and coverage of the curriculum to ensure all children have equal access. We attend to, and acknowledge differences positively. Our belief in individualised, differentiated teaching pays regard to gender, culture, ethnicity, children who speak additional languages and those who are differently able. Resources are chosen and monitored in relation not only to quality but also to the positive representation of gender and cultural differences.

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