

EYFS Policy and Philosophy 2023

This policy reflects and promotes the following articles from the UN Convention on the Rights of the Child Rights Respecting School

Article 28- Every child has the right to an education. Primary education must be free.

Discipline in

school must respect children's dignity. Richer countries must help poorer countries to do this.

Article 3- The best interest of the child must be a top priority in all things that affect

children. Article 4- Governments must do all they can to make sure all children can enjoy their rights.

Article 5- Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up so that they can enjoy their rights properly.

Article 12- Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Article 13- Every child must be free to say what they think and to seek and receive all kinds of information, as long as within the law.

Article 15- Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people enjoying their rights.

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment

This document provides an overview of the policy, philosophy and practice in the EYFS at Town Lane Infant School. It outlines our intent and how to achieve it within our provision.

Intent

Our main goal is for the children to enter the next step of their education being able to clearly express themselves, read, feel confident to tackle challenges and demonstrate strategies rooted in growth mindset.

We **ENGAGE** the children in a stimulating environment, filled with ambitious language and opportunities for social interaction and physical activity.

We **ENRICH** the learning through hands-on experiences specific to each cohort whilst making the most of our locality. We develop the wider cultural capital, broadening horizons and educating our pupils as global citizens.

We want the children to **EXCEL** in their learning, ambitions and abilities by providing learning that is suitable to the stage, not age and has no limits in its scope.

Implementation

EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development, which are interconnected and equally important. The prime areas of learning are particularly important for building a foundation for igniting the children's curiosity and enthusiasm for learning. These are called the prime areas: Communication and language, Physical development and Personal, social and emotional development

Alongside the prime areas, specific areas help children to strengthen and apply their skills and knowledge: Literacy, Mathematics, Understanding of the world and Expressive arts and design

Our approach is influenced by the work of educationalists, early years specialists and our own research in the trends and approaches to teaching young children. The exceptional teaching at Town Lane is based on the ongoing cycle of observation and assessment, planning and evaluation.

Progression documents for skills and subject knowledge are used to map out next steps for individual children. A balance of high quality adult-led learning alongside child-led, offers the children an enriched educational experience.

Shared Input

Each day, the children meet as a class or group to access the shared input for phonics (F2), maths and wider curriculum including, PSHE, PE as well as early history, science, geography, music, and art (These areas are timetabled over the week).

Adult led and independent group work

Following the shared input, the children will have a chance to demonstrate their comprehension of new concepts by working in small groups lead or supervised by an adult.

Continuous Provision

Continuous Provision is the provision for learning with the educators in EYFS interacting with the children, observing play and modelling language needed to move the learning forward. It is the carefully designed environment and open-ended resources that develop children's skills in personal interaction and exploration.

Continuous provision transcends all areas of learning and provides the children with the opportunity to demonstrate the three characteristics of effective learning (playing and exploring, active learning and creating and thinking critically.) The children have the freedom to independently choose the activities and resources on offer and to become active learners.

The role of the adult- observational assessment and interaction

At Town Lane Infant School the role of the adults is to interact with the children whilst they learn, showing genuine interest, inviting the children to elaborate and tuning in to the child's thinking. The adult is the role model for social interactions, communicating and modelling language, questioning and offering clarification.

Our formative assessments are based on the observations of key moments of a child's

journey, which we record on Tapestry (our online learning journal) and in their 'Remarkable Moments' journal or in their Learning Journey (Little Acorns). Following the guidance and ethos of the new EYFS and the Early Years Profile Handbook, we base our assessments on our knowledge of how individuals learn (the characteristic of effective learning), what they know and how they can explain it.

This observational assessment provides next steps for learning, including interventions to support development or ideas of topics/themes that inspire the children at that moment.

The role of the environment

All areas are set up to encourage co-operation and communication between the children, with choices of equipment to extend their play, challenge their thinking and provide opportunities for deeper learning. Most often, the newly set up play opportunities will be supported by an adult to start off and then presented to the children for a period of time so they can be re-visited and re-invented.

Enhancements will be provided, following the direction the children take whilst exploring a particular area as well as next steps to extend the learning.

Our timetable allows for periods of uninterrupted continuous provision that allow the children to achieve deep levels of involvement as they engage, explore, talk and discover.

Our extensive outdoor area allows children to explore, learn and furthers their experiences. They have access to large play equipment, wooded areas, wild life, a pond and their own outdoor spaces.

Early Years Framework

Our practice within the Early Years framework is shaped by four guiding principles:

Every child is a unique child, who is constantly learning, can be resilient, capable, confident and self-assured.

Children learn to be strong through positive relationships.

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs.

Children benefit from a strong partnership between practitioners and parents and/or carers.

Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and children with English as an additional language.

The Characteristics of Effective Learning

The Characteristics of Effective Learning underpin our curriculum, setting firm foundations for learning behaviours crucial in their further school journey.

Playing and exploring – children investigate and experience things and ‘have a go’

Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy themselves

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Town Lane we offer an ambitious curriculum which is rich in first-hand experiences, and designed to suit our locality as well as develop our pupils as global citizens. The curriculum is designed in a sequential way to ensure progress towards the end of the reception Early Learning Goals (ELG's)

As previously outlined, our curriculum incorporates learning through play and through adults modelling, as well as by observing each other and through direct teaching. Our plans are flexible and we respond quickly to the children's new interests, needs and ideas.

Reading in the EYFS

It is our privilege and joy to start the children on their journey to becoming a reader. We believe reading to be of utmost importance to creating lifelong learners and therefore we teach it daily from Spring term F1 and in F2 both in terms of synthetic phonics and comprehension of what is read.

We follow the Read, Write, Inc scheme to teach the children to read. The children are taught in small groups, daily, and assessed every half term in order to tailor the teaching to their individual pace. You can find out more about the RWI scheme on our website.

We plan carefully the books that we will share with the children. We read to the children as often as we can, adding a variety of genres and exposing the children to stories, poems and non-fiction books depicting diverse cultures and characters.

Writing in the EYFS

The children in Town Lane EYFS have constant opportunities for mark making, writing and practising their fine motor skills – through the continuous provision as well as adult-led activities. Daily fine motor sessions exercises little hands and leads to a comfortable pencil grip. Children have to opportunity to write or mark make in all areas of their environment. We plan exciting challenges to instill the sense of awe, mystery and magic into writing by providing opportunities for meaningful mark making. Opportunities for writing indoors and out encourage writing for different purposes – to design a new train station, present a daily menu in the mud café or creating a map of their environment.

Maths in the EYFS

Mathematics is taught daily, with opportunities to explore new concepts or show their understanding either in the continuous provision or small groups led by an adult. Our objective is to ensure that all the children develop firm foundations for the understanding of mathematical concepts such as shape, number and numerical patterns through play and hands on, meaningful experiences. In Foundation 2 we follow the NCETM- Mastery in Number programme.

Our curriculum is based on the mastery approach and encompasses teaching new concepts through a sequence of:

Concrete (using concrete objects and manipulatives to help them understand what they are learning)

Pictorial (pictorial representations, building on the concrete equipment, used to reason and solve problems)

Abstract (only when those foundations are firmly laid, will we move the children to using numbers and an abstract approach)

Maths is more than just counting! We provide opportunities for mathematical development through play and daily experiences:

-Routines to help understand the sequential passing of time

-Sand and water help to develop the concepts of volume and capacity, measuring and problem solving

- Construction to develop understanding of 2D and 3D shapes, spatial awareness and measure
- Singing and story time – number rhymes and stories to help addition, subtraction and counting
- Café- reasoning, counting and calculating
- Physical play – counting actions, sorting equipment in order of size, colour or purpose, using positional and ordinal language
- Outdoor games, organising sequences and patterns, using the language of time, size and position.

The Wider Curriculum

At Town Lane, we have researched and updated the way we teach our wider curriculum to maintain a healthy balance between what the children need to learn and what interests them the most. We chose the curriculum that is suitable for each cohort of children but also a curriculum that celebrates the diversity and educates global citizens. At Town Lane, the cultural capital we teach our children includes looking at the local environment as well as local and world geography and history.

The yearly overview changes each year, to coincide with national and world events. We also have strong links with the local church and urban farm, run by the local high school. We have also achieved arts mark Gold and deliver a strong art curriculum. We have three forest school practitioners and the children in F1 and F2 have regular forest school sessions. Town Lane have extensive grounds and outdoor learning is used to teach and consolidate all areas of the curriculum.

Parental Engagement

Parents are the child's first and most influential educators. Together with the teachers, they have a crucial role to play in the children's learning. The impact they have on the children's education is greater if the school and the parents work together.

At Town Lane, we invite the parents to be involved their child's learning journey at every step from information evenings about phonics and maths teaching at our school to being invited into school to support your child at different times of the year.

We use an online journal 'Tapestry' to record and celebrate the children's learning, to which the parents can comment on. This builds a more rounded picture of a child as an individual. The parents also have access to a weekly newsletter, which will talk about what the children have been doing and what they will be learning the following week. Throughout the year, parents are invited to a variety of visits and events, including stay and play sessions, story time, exhibitions, performances and even to become a secret reader.

We pride ourselves on our positive relationships with parents, creating an environment that is conducive to interactions, where all opinions and feelings can be shared, listened to and acted upon with politeness and mutual respect.

The teacher is available for at the door every afternoon for quick questions and a brief handover. If a longer discussion is required, parents are encouraged to make an appointment with the teacher after school.

Impact

Our children leave the EYFS with most having consistently achieved a GLD (good level of development) in line with or above the national levels. Not only do the children show the completion of the ELGs but leave Reception equipped with the skills, emotional attitudes and knowledge that they are highly motivated for the next step in their education. Our cohesive and sequential progression documents feed seamlessly into the whole school systems, which aids the transition into Year 1.

The firm foundations we give the children in phonics helps them to become life-long readers as well as pass the Year 1 phonics check. But most importantly, the Reception children leave us knowing how to overcome obstacles, solve problems and flourish through positive relationships with their peers and community.

