

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Basic needs fulfilled

Relationships

Outstanding teaching and learning

Authentic, high quality curriculum

Development of core values

Family and community engagement

Aspirations



The Early Years Foundation Stage Policy

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Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.”

Statutory framework for the Early Years Foundation Stage, Department for Education 2021.

On entry, a large proportion of our children’s starting points are below those of other children of their age. From the early years, children face many differing and significant barriers to learning including: limited life experiences; poor speech, language and communication; poor social skills and a lack of readiness to learn. The Early Years Foundation Stage (EYFS) curriculum and wider provision have been designed to reduce the impact of these barriers and maximise learning potential.

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS)

Aims

We aim to:

- Ensure the safeguarding of all children.
- Give each child a happy, positive and enjoyable start to their school life within a safe and secure environment.
- Encourage children to develop independence within a nurturing and supportive atmosphere.
- Develop children’s self-efficacy / aspiration.
- Develop school values in each child so that they can work towards becoming confident, productive citizens.
- Provide a fun, play-based, child-centred, curriculum that meets the needs of our children and creates a solid foundation for future learning.
- Provide a broad and balanced curriculum that helps each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals
- Create a learning environment that is exciting, accessible and challenging for all pupils.
- Support children to build relationships through the development of social skills such as cooperation and sharing.
- Provide support and strategies for children who struggle with their personal and emotional development, teaching them how to self-regulate.
- Build effective partnerships with parents / carers which can be utilised to support children’s learning and development.
- Equip the children with the skills and knowledge they need to ensure they are ready for the challenges of the Year 1 curriculum.

Vision and Values

At Allanson Street Primary School, we give every child the life chances they deserve no matter what their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Our Allanson Street Values

In order to achieve our vision, and therefore enable our children to be the best that they can be we instil in them a set of 8 core values:

Respect

Independence

Kindness

Pride

Integrity

Resilience

Aspiration

Courage

A value is a principle that guides our thinking and our behaviour.

At Allanson Street, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every child throughout the school.

Every member of our school family is involved in promoting our values and recognising where others are 'living the values'. The values which we selected are those which we see as key to enabling our children to lead happy, fulfilling, successful lives.

Through these values we aim to:

- Improve behaviour, conduct and self-confidence by developing strong values within our pupils.
- Develop children's understanding of what values are and why they are important in life.
- Encourage children to 'live the values' in all aspects of their lives both in school and out.
- Promote values in the way in which adults interact with each other and with pupils
- Display our school values and encourage all visitors to take account of them during their time in the school.

- Encourage parents to support the programme at home by promoting the ‘value of the week’ in newsletters and in the entrance foyer.
- Enable children to focus upon the positive aspects of themselves, thereby reminding them of their individual worth, their worth in the school and wider communities and the worth of those communities themselves.
- To raise standards by promoting a school ethos that is underpinned by core values which support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere
- To link our school values with the British Values.

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Allanson Street Primary School, a number of children join us in our Nursery class and are offered part-time or full-time places after the term in which they turn 3. Children join the Reception classes in the September following their fourth birthday. Nursery has one teacher and two teaching assistants. Each Reception class has a teacher and a teaching assistant. We also have two Pupil Premium funded intervention staff. To ensure best practice and continuity, our foundation stage classes work closely together, sharing resources and an outdoor learning environment.

The EYFS has **four** overarching principles

Unique Child	Positive Relationships	Enabling Environments	Learning and Development
At Allanson Street Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by their environment and engagements with others; we plan and organise our provision to encourage the development of a positive attitude to learning, engaging praise and rewards systems to further this.			

The curriculum is broken down into **17 areas of learning**:

Specific Areas of Learning			
Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with Materials • Being imaginative and Expressive

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

Characteristic of Effective Learning

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are:

- **Playing and Exploring**- children investigate and experience things and 'have a go'
- **Active Learning**- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- **Creating and Thinking Critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our Curriculum

Our EYFS curriculum is designed to provide all children with the learning opportunities and experiences that they need to develop the knowledge, skills and values to be able to succeed as learners and in life. We consider the challenging backgrounds that many of our pupils come from and, as a result, planned learning opportunities are heavily weighted around Personal, Social and Emotional Development, Communication and Language, and Physical Development.

Children have access to a high- quality learning environment covering all the required areas of learning. Regular opportunities are planned to reinforce new learning and to support understanding. All pupils' basic needs are met through the provision of a safe, stimulating and secure environment and staff regularly reinforce messages about how to stay safe and healthy and to ensure that their friends do too. We work closely with the BRIDGE centre and other agencies to ensure that all children, including those who have SEND are able to participate equally.

Learning Through Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we have environments that provide continuous provision.

Continuous provision starts in our Nursery where the classroom is set up with learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day. The Reception classroom is also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery.

All children within the EYFS have access to a shared outdoor learning environment where they have the opportunity to develop their skills further. Continuous provision provides

children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own.

Children can practice skills, build upon and revisit prior learning and experiences at their own level and pace.

Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate, and ask questions.

Our adults take an active role in child-initiated play through observing, modelling, and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the school day.

Trips and Experiences

We understand that many of our children come to Allanson Street with limited life experiences. To bridge the gap this disadvantaged gap, we provide trips and real-life learning experiences that enhance their understanding of the world around them.

Some of our trips/experiences include (but are not limited to) visits to/from:

- Local allotments
- Acorn farm
- The seaside (New Brighton)
- Delamere Forest
- Emergency services
- Classical music
- Pumpkin picking
- A theatre trip
- Chinese restaurant
- Local authors

Planning

The Early Years Foundation Stage Curriculum provides the basis for planning in our Nursery and Reception classes (Foundation Stage). The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon half termly themes with discrete lessons in phonics, reading, writing and maths. Practitioners select themes according to children's interests, experiences and prior learning.

Progress and curriculum coverage are monitored half-termly. Each learning area in the classrooms and outdoor areas have provision plans, which identify learning opportunities and suggested enhancements. During our weekly planning meetings, staff reflect on the

different ways that children learn and include these in their practice. They also respond to children's social and emotional needs as well as their academic achievement.

Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. We see our Early Years staff as "co-adventurers".

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop a lifelong love of reading. When children arrive at school, they are greeted by staff and encouraged to read a book on the carpet. Our literacy adult led activities stem from a quality book/story/poem. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary.

Early Reading and Phonics

In Nursery, the children focus heavily on Phase 1 phonics initially. They also look at environmental sounds, instrumental sounds, body persuasion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. This is done through provision activities and short whole class session. Individual children are also targeted in provision to help them to develop confidence in a particular element.

RWI approaches to phonics are followed by Nursery children such as quality stories, immersing children into stories (role play etc) We teach the children story scripts, particularly traditional texts with repeated parts; incorporating higher level language to explore (i.e. Jack's mum was "furious") We use story maps to use alongside the scripts. We teach the children a variety of songs and poems linked to our theme. In the Summer term we will introduce phonics through RWI, sounds of letters and the mnemonics. This initially will be whole class input and move to smaller groups when appropriate.

Children in Reception follow the Read Write Inc. scheme. They receive daily phonics sessions by trained members of staff, in small groups. We assess the children every six weeks, or if we feel necessary, to ensure children are making progress and accessing work that is at the right level. When appropriate children receive a RWI book to practise at home. Books sent home are all at the children's ability and at first are fully decodable. We teach the children

red words (high frequency words) which are not decodable to allow the children to become more fluent in reading.

As well as the planned curriculum, we support the children through interventions and targeted support in provision. Children who need additional support in any of the areas of learning may have the following support:

<ul style="list-style-type: none"> • Support from the pastoral team. • Targeted intervention for games to improve social skills and interactions. • Puppet and stories intervention for emotions. • Parents may be asked to attend 'The Incredible Years program' 	Personal, Social and Emotional Development
<ul style="list-style-type: none"> • Targeted fine motor skills intervention i.e funky fingers • Letter formation support • Support from outside agencies i.e. physiotherapy. 	Physical Development
<ul style="list-style-type: none"> • 'Talk Boost' and 'NELI' are used successfully to provide intervention to children who need extra support with their communication. Ensuring staff are skilled at asking questions that encourage children to think more deeply about their learning, to extend their use of language across the curriculum and to make connections in order to embed new learning. • Areas in the classroom have vocabulary triangles that support staff in using tier 1, 2 and 3 language. • Working with the SALT team. • Targeted support within the provision. 	Communication and Language
<ul style="list-style-type: none"> • We provide RWI intervention. • Letter recognition games • One-to-one/group story telling/ reading • Early Talk Boost sessions. 	Literacy
<ul style="list-style-type: none"> • Number formation support • Group intervention for number/ counting. • Targeted support within the provision 	Maths
<ul style="list-style-type: none"> • Targeted support within the provision to support Communication and Language which gives the children the ability to talk about the world around them. 	Understanding the World
<ul style="list-style-type: none"> • Targeted support within the provision. 	Expressive Arts and Design

The majority of interventions happen within the continuous provision and adults seek children and adapt their play to support their learning. When completely necessary, children are taken to complete interventions in quiet areas.

Key worker groups

'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.' - DfE 2021

In Reception and Nursery, children are assigned a key worker in small groups. To help strengthen relationships, children sit in their key worker groups on the carpet. During class/group discussions, adults can support children while getting to know them on a daily basis.

Although children are assigned a key person, all staff take responsibility for the care, support and teaching for all children.

Ratios

At Allanson Street we comply with the staff-child ratios set out in the Statutory Framework for the Early Years Foundation Stage. These requirements dictate the minimum number of adults needed to supervise children based on the number of children and their age. They also specify the minimum qualification levels required within the ratios.

'For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:

- *for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children*
- *for all other classes there must be at least one member of staff for every 13 children*
- *at least one other member of staff must hold an approved level 3 qualification.'* DfE 2021

Assessment

'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.' DfE 2021.

Through their day-to-day interactions and observations, staff in Early Years are always assessing children's abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend our time, in provision, engaged with the children.

Formal assessments:

September	February	June
<p>Statutory Reception Baseline Assessment (RBA) – completed within the first 6 weeks</p> <p>Our own baseline assessment- completed alongside the RBA.</p>	<p>Spring midyear assessment. This is to:</p> <ul style="list-style-type: none"> • redirect interventions • inform referrals • create a snapshot picture for parents to see how their children are progressing • Help to inform subject leaders/ EYFS leader to highlight gaps in provision. • to support further planning. 	<p>The Early Years Foundation Stage Profile to be completed for each child and reported to the local authority and to parents in accordance with statutory guidance.</p>

The use of formal assessments is to provide an overview of current achievements. It is used to help see patterns and areas of concern. It helps guide staff in supporting groups of children by providing informal intervention.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

Transitions

To develop good relationships with parents and children, those who are due to start Nursery are visited by staff in their own home. Children are also invited into school for transition sessions where they can continue to get to know the setting and the staff. During these meetings, the health visiting team attend to support the families. If children require additional visits and/or parental support, adjustments will be made to their transition into Nursery.

Children within the Foundation Stage participate in whole school activities such as special assemblies and whole school events. To ensure smooth transition from both Nursery to

Reception and Reception to Year 1 the children have a number of visits to their new classrooms and meet their new teachers during the Summer Term.

Across the year, our curriculum and high expectations continue to support the children in making good progress. This good progress ensures that the children are ready, or as close to being ready, for the challenges of the following year.

Partnerships with Parents

Parents and carers are fully involved in their child's learning. Parents are involved in assessing their child's starting point through home visits, transition meetings and 'All about me' questionnaires.

Parents are asked to contribute to their children's learning journey files through weekly 'Word of the week' activities and parental questionnaires at varying points throughout the year. Daily contact with parents facilitates the sharing of information and support for individual learning needs.

Regular curriculum guidance and information is provided through letters and updates on Class Dojo. Parent and child planning and feedback forms have helped to further develop partnership with parents along with weekly talk homework.

Parental workshops are offered throughout the year and are well attended when we are able to offer them as face-to-face sessions. Feedback following these sessions is overwhelmingly positive. Parents and carers are welcomed as partners in education.

Safeguarding

It is crucial that all children in school are safe. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment. We aim to protect the physical and mental well-being of all children by following our Safeguarding Policy.

Please refer to our school's Safeguarding policy for further details.

Specific Roles and Responsibilities

Parents / Carers

We believe that parents/carers have the responsibility to support their children in their learning and ask parents/carers to:

- Do their best to keep their child healthy and fit to attend school.
- Ensure that their child has the best attendance and punctuality possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Take all steps possible to ensure that children have had a good night's sleep and have eaten breakfast.

- Ensure that their child is supported with homework and remote learning activities when necessary.
- Listen to their child read / share stories at home at least 3 times per week.
- Read communication sent from school and respond appropriately, including that sent via Class Dojo.
- Be supportive of the school values and promote them at home.
- Support the school's behaviour policy and co-operate fully with any behaviour procedures should they become necessary.
- Inform school of any changes in circumstances which may influence a child's learning or behaviour.
- Have high aspirations for their children which they voice frequently.
- Promote a positive attitude towards school and learning in general.
- Proactively seek our support if they are struggling to meet their child's needs.

Teachers

- To have an excellent working knowledge of the EYFS Statutory Framework and Development Matters and disseminate this knowledge to support staff.
- Consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development using the Statutory EYFS framework and other guidance documents.
- Liaise with other professionals including the SENDCO and outside agencies to ensure the needs of all children are met.
- Ensure positive relationships with children, taking account of the Statutory EYFS Welfare Standards.
- Ensure accurate assessment of learning, both formative and summative, recognising children's progress, understanding their needs, and use this to plan activities and provide appropriate support.
- Build positive working relationships with parents, actively engaging them in their children's learning.
- Effectively deploy support staff working with their class.
- Effectively share transition information.

Learning Assistants

- To have full awareness of the EYFS Framework and Statutory Guidance documents.
- To support children with their learning and development as directed by the class teacher.
- To form effective relationships with parents and carers.
- To contribute to planning and assessment as directed by the class teacher.
- To attend relevant CPD.

EYFS Lead

The EYFS Lead:

- Is responsible for monitoring and leading the development of teaching and learning in the EYFS. Creating and monitoring the implementation of the annual EYFS action plan.

- Is responsible for monitoring the assessment of children in the EYFS, including the completion and submission of the EYFS Baseline and EYFS Profile.
- Leading and managing the teaching and support staff in the EYFS in line with the Whole School policy and procedure.
- Is responsible for the monitoring and development of the EYFS curriculum and managing the allocated budget.
- Work with a range of outside agencies including the LA and surrounding schools, receiving and offering advice and support.
- Participate in Leadership CPD, training and moderation events to keep up-to-date with the latest developments in the EYFS.
- Share updates and CPD opportunities with the EYFS team.
- Inform the other SLT members and Governors of the progress of the EYFS.

Headteacher

- Appoints an appropriately qualified and competent EYFS Leader to the Senior Leadership Team.
- Liaises with the EYFS Leader to ensure that all statutory requirements are in place and that all monitoring duties are effectively undertaken by the EYFS Leader.
- Monitors the completion of all statutory assessments.
- Provide guidance, support, and training to all staff via the CPD Leader.

Governors

Governors are committed to the continuing development of the school. Through the governance without committee structure and the roles of designated year group governors, curriculum governors and governors with statutory responsibilities, they support, monitor and review the school policy on teaching and learning.

Governors:

- Monitor, through the self-review process, the effectiveness of teaching and learning as part of the wider quality of education.
- Monitor, through the self-review process, how effectively a well-constructed, well-taught curriculum supports effective teaching and learning and leads to good results in terms of progress and attainment.
- Monitor what the school has in place to ensure that the most disadvantaged pupils and pupil with SEND are given the knowledge and cultural capital they need to succeed in life.
- Monitor how well pupils within all year groups are being prepared of the next stage of their learning.
- Support the delivery of high-quality teaching and learning by supporting the appointment of outstanding practitioners and helping to allocate resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.

- Ensure that staff development and appraisal promote high quality teaching and learning.

Monitoring, Assessing and Reviewing

Monitoring and evaluation of teaching and learning is a planned process involving all stakeholders over the course of the school year. In order to make accurate judgements of teaching and learning, we follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle. The outcomes of this review cycle are used to drive progress via rigorous school improvement planning.

Some examples of monitoring and evaluation information sources are:

- Data management and pupil tracking systems
- Published data (Analyse School performance / FFT)
- Lesson observations
- Work / book scrutiny
- Pupil Voice
- Moderation activities
- Parent/carer questionnaires
- Learning walks / audits
- Case studies / focused evidence trails
- Appraisal cycle

For further detail regarding monitoring and evaluation, please see Monitoring and Evaluation Policy.

This policy should be read alongside the following policies:

- SEND
- Feedback
- Assessment
- Behaviour
- Homework
- Monitoring and Evaluation
- Appraisal
- Home School Agreement
- All subject policies.
- Teaching and Learning Policy

Policy Date: March 2022

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