



RAYNVILLE ACADEMY

Early Years Foundation Stage (EYFS) Policy

Approved by:	Raynville LGB		
Responsible department:	Raynville Academy		
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Rationale

This policy is based on the requirements set out in the [Statutory Framework for the Early Years Foundation Stage](#).

At Raynville Academy, the Early Years Foundation Stage consists of one nursery, which offers both 15 hr and 30 hr sessions, and two Reception classes. We admit children into Nursery from the term following their 3rd birthday until they reach full-time school age. Within Nursery we may also offer additional sessions, charged beyond the free entitlement, if places are available.

“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. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up “

DFE EYFS Statutory Framework

Raynville Academy will comply with all current legal requirements contained in the Early Years Foundation Stage statutory framework.

Equal Opportunities

Our school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely on school trips, visits and sporting activities. Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents and any relevant healthcare professionals will be consulted.

Aims

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and learning and teaching is based on the understanding that children develop at different rates.

The EYFS is based upon four principles – **A Unique child, Positive Relationships, Enabling Environments and Learning and Development.** At Raynville Academy we are fully committed to the purpose, aims and intended outcomes of the Early Years Foundation Stage framework outlined here:

Unique child

- 🌍 To provide a broad and balanced curriculum that supports and challenges all areas of development and is relevant to all children's unique needs and abilities.
- 🌍 To support the physical, emotional, mental, social, environmental and spiritual wellbeing of all children.
- 🌍 To ensure the provision reflects the wide range of varied interests of the children and the
- 🌍 importance of play.

Positive Relationships

- 🌍 To promote professional, caring relationships which respect and acknowledge the feelings of all children.
- 🌍 To value and respect all individuals and communities.
- 🌍 To develop positive and trusting relationships with all children.
- 🌍 To work in partnership with other settings, professionals and the community to support children's development and progress.

Enabling Environments

- 🌍 To provide a safe and secure environment for all children.
- 🌍 To provide a rich and stimulating learning environment that supports and promotes active learning and creative critical thinking.
- 🌍 To value and promote the importance of outdoor learning opportunities.
- 🌍 To work closely with staff to ensure continuity and progression when children enter KS1.

Learning and Development

The classrooms are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment, and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age-related expectations of the cohort. We encourage child-initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation, and questioning.

The Curriculum

Our Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected.

Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021).

The prime areas are:

Communication and language	Listening Attention Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive

While these seven areas provide a framework for the Early Years Curriculum, young children's learning does not easily divide up into distinct areas. A particular experience may develop learning over many of the 7 areas at any one time. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

At Raynville, we enhance the Early Years framework with our school values and our three Rs – Respect, responsible and ready to compliment the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum and our PSHE scheme, based on PSHE Association.

Our teaching of synthetic phonics is based on Read, Write, Inc. scheme and our teaching of mathematics is guided by the White Rose Maths Hub.

'It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.' Ofsted Early Years Inspection Handbook, May 2019

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development." ("Early Years Foundation Stage", Department for Children, Schools and Families, 2007)

At Raynville Academy we do not make a distinction between work and play. We support children's learning through planned play activities, through observation of child-initiated or adult-led play activities and then provide the most effective learning opportunities. We believe that it is important

for adults to support children's learning through play, by getting involved in the play themselves and modelling by example. (See Appendix 2).

Continuous provision starts in Reception where the classroom and outdoors are set up with learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to 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 interest, 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 at many points throughout the school day.

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 mathematics, 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 life-long love of reading. 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. We imitate, innovate and invent stories through a Talk for Writing approach as we want our children to leave the EYFS knowing stories, both traditional and modern, well. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.

In Reception every child is provided with their own book bag and will receive a 'reading' book once a week once they have acquired phonics knowledge. In school they will share this book with an adult either on a one-to-one basis or in a group. They will also have the opportunity to select a book for enjoyment from the school library if they wish.

Effective teaching is supported through:

- the partnership between staff and parents that helps our children to feel secure at school and to develop a sense of wellbeing and achievement.
- the understanding that staff have knowledge of how children develop and learn, and how this must be reflected in their teaching.

- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors, including the effective use of ICT.
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents.

Assessment and reporting

At Raynville Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also consider observations shared by parents and/or carers.

Assessment and Recordkeeping

We analyse and review what we know about each child's development and learning, and then make informed decisions about supporting the child's progress. This enables us to plan the next steps for individuals and groups of children by providing challenging but achievable activities and experiences to extend the children's learning. All practitioners who interact with the child contribute to the assessment process. Staff review the tracking data termly with the EYFS Leader/Senior Leadership Team, monitoring rates of progress and identifying strategies that address learning and teaching priorities and next steps.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal and focused narrative observations, other targeted assessments, annotated examples of work, photographs, and information from parents. Observations are levelled against age-related developmental bands and the Characteristics of Effective Learning. We plan for observational assessment when undertaking short term planning.

Summative assessment

In the Nursery summative assessment is made using the Development Matters in the EYFS document. The child's progress is monitored through the nursery & recorded in all areas of learning, each term. Children are levelled according to the age bands and within these are judged as beginning, developing or secure. Evidence from formative assessments provides the basis of the end of year report that is shared with parents.

During the Reception year the children are assessed in the same way as Nursery children but extra to this they are assessed using Baseline NFER at the beginning of the year and against the EYFS Profile at the end of the year. These are nationally employed assessment tools. The EYFSP is informed by the formative assessments undertaken and children are judged to be emerging or expected in the age-related expectations. The profile is reported to parents along with comments on the child's ability to demonstrate the Characteristics of Effective Learning.






Reception Baseline Assessment (RBA)

The reception baseline assessment (RBA) – essential for building a fairer progress measure for primary schools – is an assessment that must be administered in all primary, infant and first schools in England to pupils attending reception classes. It became statutory from September 2021.

The assessment is short (the majority take less than 20 minutes to administer), interactive and practical, covering early mathematics, language, communication and literacy. Pupils use 6 practical resources to complete the tasks and teachers record the results on a laptop, computer or tablet.

Teachers will administer the assessment in normal teaching time, recording the outcomes digitally. It should sit alongside the important activity that takes place during the first term of Reception.

School Baseline Assessments will be completed in Reception and are based on:

-  Home visits/ nursery visits
-  Observation
-  Adult-Led activities
-  Enhanced provision
-  Discussions with parents / carers

Baseline assessments should be completed in the first four weeks of Reception. Baseline data will be added to Arbor – the online system used to track age related statements for the 7 areas of learning. These judgements are based on evidence gathered through observation of children’s play/learning (80:20 ratio of child initiated: adult lead).

From baseline assessments, GLD projections should be completed in Reception and tracked throughout the year.

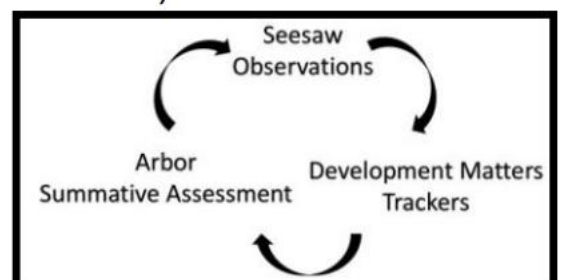
At the end of Reception all children will be assessed against the ELGs as emerging or expected for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both inhouse and at central moderation events.

GLD (good level of development)

A GLD by the end of Reception relates to children who have achieved at least ‘expected’ in all of the prime areas of learning as well as reading, writing and maths. Parents and carers are informed whether their child has reached a GLD in the end of year reports.

Ongoing Assessment in EYFS

Children’s progress and attainment is tracked against Development Matters age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements are based on evidence gathered through observation of children’s play/learning (80:20 ratio of child initiated: adult lead). EYFS staff will complete regular observations of the children and record these on Seesaw. These are shared with parents and are used to inform next steps, ongoing assessment and will be used as evidence of children’s progress. EYFS staff will track children’s progress using Development Matters paper trackers, using Seesaw observations to inform judgements and team moderation.



Working with Parents/Carers

At Raynville Academy we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. We feel a successful partnership needs to be a two-way flow of information, knowledge and expertise and so we aim to provide a variety of opportunities to support this. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. (See Appendix 1)



Key worker

Young children need to develop relationships to support their emotional wellbeing and learning. A key worker approach provides the child with a special adult to enable him/her to develop a secure attachment, the opportunity for the practitioner to develop a supportive relationship with the parents/carers and share the child's progress and development. Every child in the EYFS has a named key person.

Safeguarding and welfare procedures





We recognise that 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 follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety.

-  We have at least 1 member of staff for every 13 children in Nursery.
-  We comply with infant class size legislation and have at least 1 teacher per 30 pupils in Reception.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years talking to children about:

-  The effects of eating too many sweet things
-  The importance of brushing your teeth
-  Using a snack area where children access water and fruit
-  Healthy bodies is also covered through PE sessions linked to exercise

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policies.

Inclusion

All children and their families are valued within our school. We believe that children should be treated as individuals, but they should have equal access to the EYFS curriculum.

We give our children every opportunity to achieve their best. We help them do this by planning to meet the needs of both boys and girls, children with special educational needs, children who are more-able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and those from diverse linguistic backgrounds.

We strongly believe that early identification of special needs is crucial in enabling staff to support the development of each child and fully meet their needs. Concerns are always discussed with parents/carers at an early stage in an open, honest and sensitive manner and we will always seek their support and involvement.

The school's SENCO is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

Enabling Environments

At Raynville Academy we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through firsthand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. Activities are planned for both the inside and outside environment. Children have the freedom to move between the indoor and outdoor classroom throughout the school day.

Effective learning builds on and extends what children know and can already do. Our planning is informed by observations we have made of the children in order to understand and consider their current interests, experiences, development and learning needs.

Conclusion

We will provide high quality Early Years education and care in accordance with the statutory requirements and guidance for EYFS. This will build a secure foundation for children's future learning and support each child individually to fulfil their own potential.

"Children in the early years make a positive start to school. Adults use stories and rhymes to develop children's understanding of language. Adults plan activities that support children's development in each area of learning, for example by using climbing equipment and obstacle courses to improve children's balance. Children maintain their focus when participating in activities. Adults teach children to cooperate and play well together." – Ofsted September 2023.

Role of Parents/Carers

The Foundation Stage team strongly believe that developing an effective working partnership with parents/carers has a positive impact on children's development and learning.

We value parents/carers by:

- 🌍 showing respect and understanding for the role of parents/carers as children's first and most enduring educator.
- 🌍 encouraging parents/carers to share accounts of their child's development and any concerns they may have and take action to support where appropriate.
- 🌍 providing a welcoming environment by being approachable and friendly. Establishing an atmosphere of trust and confidence.
- 🌍 inviting parents/carers to initial meetings to share information about their children and about our school.
- 🌍 sharing information about the curriculum through meetings, workshops, newsletters/leaflets, school website, displays, informal discussions, class and general boards sharing plans and other school and community information.
- 🌍 providing opportunities for parents/carers to attend social events with children and staff e.g., play and stay / read and relax.
- 🌍 inviting parents/carers into the classroom to share expertise/interests and time to work with and help the children and staff in a variety of ways.
- 🌍 meeting with parents/carers on a regular basis to share children's achievements and together discuss next steps for development.
- 🌍 invitations to assemblies and other whole school events
- 🌍 by being available at the beginning and end of the day to talk to parents/carers on an informal basis. If further time is needed to discuss particular issues an appointment can be arranged at a mutually convenient.

Appendix 2

Play

Well planned play, both indoors and outdoors is one of the keyways in which children learn. It is the process through which children can explore, investigate, recreate, and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way that skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional, behavioural, and social development.

Principles of High-Quality Play:

- 🌍 Play is an intrinsic part of children's learning and development.
- 🌍 Play has many possible but no prescriptive outcomes.
- 🌍 Play challenges children and offers them the chance to learn in breadth and depth.
- 🌍 Play draws on what children already know and can do and enables them to master what is new.
- 🌍 Play enables children to apply existing knowledge and to practise their skills.
- 🌍 Play encourages children to communicate with others as they investigate or solve problems.
- 🌍 Play offers children opportunities to explore feelings and relationships, ideas, and materials, connections and consequences.
- 🌍 Play empowers children to make choices, to solve problems and to be independent in their learning.
- 🌍 Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- 🌍 Play encourages children to struggle, to take risks and to become resilient as learners.
- 🌍 Play can be supported and extended but not interfered with by adults.
- 🌍 Play presents no barriers to children because of their language, cultures, abilities or gender.

Role of the adult:

- 🌍 To observe child-initiated play to understand and provide for their interests and needs.
- 🌍 To plan and resource a challenging indoor and outdoor environment.
- 🌍 To support children's learning through planned play activity.
- 🌍 To extend and support children's spontaneous/self-initiated play.
- 🌍 To extend and develop children's language and communication in their play.