



GREENFIELD SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY 2024-2025 (to include Little School)

This document is a statement of the aims, principles and strategies for the teaching and learning of our Early Years Foundation Stage children in the Early Years department and Little School at Greenfield School.

This document should be read in conjunction with the following documents:

- **SEND Policy**
- **EAL Policy**
- **All Little School Policies**

This document is reviewed annually by the Head of Pre-Prep or as legislation change requires.

Policy Statement

The Early Years Foundation Stage (EYFS) is an educational program for children from birth to the age of five. The EYFS at Greenfield School is rich, exciting and engaging. The Early Years are part of the most exciting and challenging phase of learning and development and it is essential to provide an environment which offers the highest quality provision, with stimulating opportunities and activities. Every child is unique and we ensure their needs are met with outstanding pastoral care.

At Greenfield School, we welcome children from 6 months starting in Little School. The Early Years consists of six classes; Fledglings, Owls, Orange Robins, Red Robins (50 weeks a year in Little School), and two Reception classes.

Aims:

Our aims are to provide a caring, supportive, welcoming and stimulating environment in which all children feel happy, secure and safe. Providing this enables children to access all areas of the curriculum and achieve their developmental milestones. All children are welcomed and valued and our nurturing environment and outstanding facilities support children to achieve their best from their unique starting point. We pride ourselves on our provision of exceptional pastoral care that fosters a love of learning through exploration, fun and challenge in a safe place. We recognise the importance of creativity, individuality, responsibility and a sense of community. Children in Early Years reap the benefits of our creative delivery of the Early Years Foundation Stage and have fun being equipped with the practical skills they will need in later life. Children will become independent learners and happy and well-rounded individuals.

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The School Aims

In partnership with Greenfield families, we aim to:

- Inspire and motivate children, enabling them to achieve their academic potential
- Discover and develop passion
- Identify and foster talent
- Encourage independence and resilience in our children
- Develop critical thinking and problem-solving skills
- Empower children to be active members of the local and wider community
- Create authentic, responsible and empathetic children who impart kindness, generosity and compassion

Early Years Foundation Stage

The EYFS sets standards for the learning, development and care of children from birth to five years old. The principles that underpin the EYFS aim to prepare children with a secure foundation to meet developmental milestones and access their educational journey. It is organised into seven main areas of learning which shape the educational programme for children in our Early Years department. The curriculum we deliver at Greenfield is ambitious and carefully sequenced to help the children build on their learning over time. The Prime areas of learning lay the foundations for children's success in all other areas of learning and of life. In Fledglings, Owls and Robins, children will engage in activities that will encourage children's curiosity and enthusiasm for learning. These are a driving force behind helping children as they learn to form relationships, moderate emotions and thrive in their day-to-day life. As the children move into Reception, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning in preparation for Year 1. The seven areas of learning are:

Three **prime** areas of learning and development:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

And four **specific** areas of learning and development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. We read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and provide them with extensive opportunities to explore language by using and embedding new words in a range of contexts. We will comment on what children are interested in, or doing, and echo back what they say with new vocabulary added to build children's language effectively through interactions with adults and children.

Personal, Social and Emotional Development

Personal, Social and Emotional Development is an integral part of learning and is taught throughout all areas of the curriculum. Emotional well-being, social competence and understanding and demonstrating respect for others are important life skills that are taught. Children are supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct their attention as necessary. Children will learn to develop relationships and learn how to get along with other children and with adults. They will begin to understand how to see something from somebody else's point of view and how to take that into account when they play and work with other children.

Physical development

Children will be supported with the development of their fine and gross motor skills by taking part in a variety of activities throughout the day. We have found that being immersed in an environment that provides a range of multisensory activities is highly effective for the development of young children's fine and gross motor skills. Gross motor development is given a very high priority and children enjoy exploring opportunities to develop these skills in daily indoor and outdoor activities, including use of the onsite Forest School, PE and Dance lessons. Through opportunities to be active, children develop co-ordination, control and precision of movement. Children will also develop core strength and the habit of exercise, as well as precision when using small tools.

Literacy

The Early Years department is a text rich learning environment in which opportunities to explore literature and words are limitless. Reading consists of two dimensions: word reading and comprehension. Each classroom contains a vast selection of books from which the children are told stories and rhymes from a variety of cultures. Early reading skills are developed through the enjoyment of books and stories being read to the children, through mimicry of reading habits and through the teaching of letter sounds and shapes. The children are introduced to letters of the alphabet phonetically and will complete stimulating activities to consolidate their understanding and ignite their love of learning. When developing writing skills, children progress from marking making on large scales with a range of media to learning how to write in cursive script. In preparation for Year 1, children begin to learn spelling patterns, practise their handwriting regularly and are introduced to composition.

Mathematics

Mathematics is an interactive and practical subject in Early Years. It covers many strands including number, simple calculations, shape, space, measure, spatial reasoning and problem solving. Recognition of numbers, their value and formation are practised regularly. Children will develop a deep understanding of numbers to 10, the relationship between them and the patterns within those numbers. The children will learn how to tackle a range of tasks and solve real life problems by applying their understanding in practical ways. Children are given opportunities to apply their growing understanding of the mathematical world to the world around them to become masters of number.

Understanding the World

Your child will learn about the world around them and develop their understanding of this through creative and cross-curricular teaching. Science, History, Geography, Technology and Religious Education are all included in this area of the curriculum. They will have opportunities to discuss their personal experiences and their cultural capital. The use of stories, non-fiction, rhymes and poems help to foster each and every child's understanding of our culturally, socially and ecologically diverse world. Children are given the opportunity to enrich and widen their vocabulary to support their understanding of the world, later supporting their reading comprehension.

Expressive arts and design

The art of discovery is extremely important and exciting for small children to express themselves through different mediums. Opportunities and encouragement to express their thoughts, ideas, creativity and feelings through a variety of activities in art, music, dance and role-play are provided regularly with many activities embedded in other areas of learning. All children in Early Years partake in a Busy Fingers session each week. This is a carefully planned and sequenced programme that enables children to develop their fine motor skills through participation in creative activities.

Teaching and Planning

In Early Years, our pedagogy is a combination that is curated to fit the needs of the child. Each child requires a different diet including time on the carpet, self-directed time, teacher led time and indoor and outdoor play. A variety of structured, adult-led activities are provided as well as opportunities for child-initiated learning, understanding and recognising the importance of learning through play. An overwhelming body of research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Through different forms of well-organised play, different challenges are presented to increase the children's learning about themselves, other people and the world in which they live. Children in Early Years are provided with a balance between child-initiated play and involvement in adult-led activities. These activities are reflected in the teacher's planning and take place both inside and outside where carefully planned resources are set out daily to support the children's learning and development. Their choices are monitored to ensure that each child gains a balance and breadth of learning.

Teachers are responsible for planning and implementing a creative, inspiring and ambitious curriculum. The breadth of our curriculum encourages all children to reach their potential in terms of their personal, social, emotional, physical, moral, spiritual and intellectual development in preparation for learning in Key Stage 1 and beyond.

All teachers and key people are well qualified and passionate about Early Years education and are confident in their practice to follow the children's line of enquiry when the opportunity presents itself. The class teacher or key person is responsible for liaising with parents. Throughout the week, in Reception, Phonics and Numeracy lessons may be taught in smaller groups to enable teachers to differentiate the lesson objectives and support the development of each child in a personalised way.

The EYFS is planned as follows:

- Medium Term Planning (termly)- topics to be covered and activities to be completed to support the children's learning including children's interests and strengths based on observations.
- Weekly Planning- includes both pre-planned and spontaneous experiences. This is a flexible document which is adapted according to the needs of the children.
- In the moment planning responds to children's interests and curiosities. Our skilled practitioners allow and encourage children to continue pursuing an activity of their choice rather than moving them on to a planned activity.

Observation and Assessment

As the children progress through the Early Years, teachers will make judgements based on their observations of each child in all areas of learning. The Early Years Foundation Stage Profile is completed for Reception children to assess their progress against the Early Learning Goals and a written report is sent to parents at the end of the child's time in Reception. This will indicate if a child

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has met the expected levels of development or if they have not yet met the expected level of development and are emerging in this area of learning. This is a statutory assessment of children's attainment at the end of the Early Years Foundation Stage. Teachers use their professional judgement, alongside their ongoing observations of children's self-initiated and teacher led activities, to assess the children.

Assessment plays an important part in helping us to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. All members of staff get to know each individual child's strengths, areas for development, interests and their preferred learning style very quickly and thoroughly. We then use this knowledge to shape our teaching and learning experiences for each child. We make systematic observations of children's achievements and interests to identify learning priorities for individual children.

To gather evidence of achievements in all areas of the curriculum, each child will have a learning profile. This is an e-profile that is created on a website called *Tapestry*. Members of staff will take photographs and videos and will upload them to your child's profile. This will evidence their progress, development and attainment against the curriculum for their chronological age. As a parent, you will have access to your son or daughter's profile with a username and password. Parents are required to sign a declaration to agree that the information on this profile will not be shared on social media. Access to the journal also enables you to add observations of your child achieving milestones that we are unable to observe at school. When your child transitions from Early Years into Key Stage 1, you will receive a comprehensive PDF version of this alongside a Zip File of media including photographs and videos. If you have any problems accessing the observations on the website then please contact the Head of Pre-Prep.

Tapestry is also used to complete children's 2 Year Progress Check. This is a short-written summary of their development in the three prime areas of learning when the child is aged between 24-36 months.

Tapestry is used to complete end of term reports on the children in Early Years. Parents or carers of children in Fledglings, Owls and Robins will receive a report on the 3 Prime areas of learning in the Autumn and Summer Term. Parents or carers of children in Reception will receive a report on the 3 Prime areas of learning plus Literacy and Maths in the Autumn Term and a report on all 7 areas of learning in the Summer Term. Parents or carers of children in Reception will also receive a report on Tapestry detailing their child's progress against each of the 17 Early Learning Goals.

Moderation and Standardisation

Every year the EYFS can be moderated by the Local Authorities. Recommendations can be made so that the provision for the children can be improved further. Each term, the Fledglings, Owls and Robins key people and the Nursery Manager, and the Reception teachers and Head of Pre-Prep, meet to moderate the children's development. Children who are under achieving are highlighted, particularly when there is cause for concern in a Prime Area of Learning. The Head of Pre-Prep and Nursery Manager scrutinise this data to identify trends in order to respond accordingly.

The Head of Pre-Prep examines the EYFS Profile scores at the end of each academic year. The primary purpose of the EYFSP assessment is to support individual children's successful transition from EYFS to Year 1.

Health and Safety

Pupil welfare and safety is of prime importance and children are supervised at all times. Risk assessments are completed regularly by the Estates Teams and all Early Years and Little School staff are aware of any potential risks and will complete their own dynamic risk assessments before allowing children to access particularly areas or start an activity. In Little School, all activities are risk assessed and authorised by the Nursery Manager. The Nursery Manager and Head of Pre-Prep check the facilities regularly and will be aware of any animal excrement, horse chestnuts, ice, sand or water which may pose risk to children and adults. Daily checks are completed at the beginning and end of the day by staff in Little School and Robins and Reception. Any concerns are reported to the Estates Team who will take care of any potential risks before the school day commences. The site is secure and visitors can only enter via the Little School reception or main reception.

Children are monitored to ensure the length of their school day does not have a detrimental effect on their health, well-being and progress. If we feel that any child is not coping with extended care then this will be discussed with parents.

Supervision of children –see Supervision Policy.

Supervision of staff- see Appendix 1.

Partnership with Parents

We pride ourselves on having an excellent relationship with parents and carers of children in Early Years at Greenfield School. We recognise that they are the child's first and most enduring educators and a successful relationship between home and school has a positive impact on the child's development. Open lines of communication enable information, knowledge and expertise to be passed between the two. We have an open-door policy and are accessible in person or by email. Regular emails, parent meetings, workshops and events and drop off and collection times are all opportunities to communicate. Tapestry is an excellent resource to enable school to communicate with parents and carers about the children's achievements in school and at home.

Provisions for pupils with SEND

Please read this in conjunction with the SEND policy.

This policy reflects the principles included within the 0-25 SEND Code of Practice 2015 which was published in response to the Children and Families Act 2014. There is a clear approach to identifying and responding to SEN and there is a continual monitoring and review of pupils who have been identified as needing support. When a pupil is not reaching the expected developmental milestones, particularly in the Prime areas of learning, we will act upon this, with the support of our Learning Enrichment Department where required. Where necessary, external help from specialists is sought. Parents will be involved in this process. Reasonable adjustments to the assessment process in Reception will be made for children with SEND and we will consider whether specialist advice should be sought to support this process.

Provisions for pupils with EAL

Please read this in conjunction with the EAL policy.

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Pupils for whom English is not their first language (EAL) are supported by the key workers, class teachers and teaching assistants in the first instance. We value the contribution which all children make through bringing their culture and language to enrich our Early Years environment. We aim to provide the means for all children to have access to a broad and balanced curriculum and extend their potential. Progress is tracked and continual monitoring of EAL pupils takes place to check that they have the opportunity to reach the next steps in their learning. Communication, Language and Literacy skills are assessed in English. If a child does not have a strong grasp of English language, we will explore the child's skills in their home language with their parents to establish whether there is a cause for concern about language delay.

Record Keeping

At Greenfield we maintain detailed records of all pupils in Fledglings, Owls, Robins and Reception as required under the EYFS framework. These records are always available to the child's parents.



Chair of Governors

To be reviewed September 2025.

Appendix 1- Supervision of Staff

Supervision is a formal and recorded process through which the professional actions of staff are examined and reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents. Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At Greenfield School, all full time Early Years teachers and teaching assistants who work directly with children under 5 and their families, for the majority of the week, are supervised by the Head of Pre-Prep. In Little School, full time staff are supervised by the Nursery Manager, who will feedback to the Head of Pre-Prep. Supervision meetings are held at least annually for each staff member. Where necessary, they will be completed more frequently. Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task. A copy of the supervision record form is retained by the supervisor and available to the supervisee at any point.

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All supervision meetings must include discussions concerning the development and well-being of the supervisee's key children and any other children they have contact with during the day. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken. Where necessary, these are recorded on the child's file and may include support from external agencies. All aspects of supervision must ultimately focus on promoting the interests of children.

During supervision meetings, members of staff are able to discuss others matters including personal. During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves which may affect their suitability to work with children that have occurred during their employment with the setting. A number of safeguarding questions are asked at each supervision meeting.