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HUNMANBY PRIMARY SCHOOL

EYFS POLICY

Document Status			
<i>FGB Finance</i>			
Success Criteria for Review Completion	Ratified at FGB Updated March 2024	Responsibility	<i>EYFS Leader/HT/CoG</i>
Date of Policy Creation 2024	Adapted school written model		
Date of Policy Adoption by Governing Body Updated Policy on 18.03.24		Date of Next Review September 2025	
Method of Communication Emailed / FGB meeting		Signed	

Rationale

At Hunmanby Primary School we aim to provide the youngest children in the school with an enriching, fun, challenging learning environment.

We are an inclusive setting and are welcoming to all children during all stages of development.

Our provision enables children to flourish. We are aware that children enter the Early Years Unit at different stages of development and cater for this.

Using the up-to-date EYFS statutory guidance materials and non-statutory Development Matters, we plan a topic based curriculum as well as focusing on child initiated learning in order to nurture and challenge happy, confident children.

The age of our EYFS children can range from 2- 5 years old. Children are able to attend our 2 year olds (Bumblebees) in the term following their 2nd birthday. Children aged 3 and 4 are able to attend our Nursery (Butterflies) provision whether they transition from our 2 year olds setting or start in our Nursery class. Children in our Ladybirds class will turn 5 years old during this academic year.

The majority of children transition from our Nursery class but we have some children who attended other pre-school settings or no settings at all.

For 2 year olds (Bumblebees) the day starts at 8.50am and finishes at 11.50am.

For Nursery children (Butterflies) children can attend 8.45am-11.45am for the morning session or 12.15pm-3.10pm for the afternoon session. Or they have the option to stay for lunch and stay all day.

For Reception children (Ladybirds) the day starts at 8.45am and finishes at 3.10am.

Parents as Partners

When each child starts school they have already made major steps in learning that has been assisted by their parents.

In working together we aim to:

- show mutual respect for one another
- make parents feel welcome and valued
- communicate and share information about their child's development
- keep parents informed about the curriculum
- share learning and extend in order to reach next step

We believe that learning is a shared process. We believe that where partnerships are strong and children are encouraged to take ownership over their own learning, academic resilience grows and children develop a lifelong love of learning.

Curriculum 2021 saw the introduction of the new EYFSP. This outlines the statutory requirements for all Early Years providers. Hunmanby Primary School meets the requirements of the new EYFSP and has developed a rich curriculum that is reflective of the needs of the children in school, encourages high expectations for all learners, supports early language development and is inclusive.

Within the Early Years Foundation Stage there are seven areas of learning, each focusing on important aspects of a child's learning and development.

Using the Early Years Foundation Stage guidance, the Early Years Team at Hunmanby Primary School aims to provide enriching learning opportunities in every area of learning.

Our long term plans are available on the website.

The three characteristics of effective learning, three prime and four specific areas of learning and development are all interconnected.

They are defined as follows:

Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creating and thinking critically.

Prime Areas of Learning

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

Specific areas of Learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Within the **Communication and Language and Literacy** areas of learning we aim to:

- provide opportunities for talking in different contexts
- encourage conversations with children and adults
- extend the range of vocabulary by listening carefully playing with and investigating language
- provide children with stimulating stories and a rich variety of books.

Within the **Physical Development** area of learning we aim to:

- provide opportunities for children to practice and develop fine and gross motor skills in a variety of ways
- investigate the body and understand how it works
- encourage a healthy lifestyle.

Within the **Personal, Social and Emotional Development** area of learning we aim to:

- provide opportunities for children to become valued members of the class
- help each child build a strong self-image
- encourage an enthusiasm for learning and be confident learners
- provide opportunities that enable children to cooperate and listen to one another.

Within the **Mathematics** area of learning we aim to:

- provide opportunities for children to develop their understanding of number
- provide opportunities for children to investigate measure, shape and pattern

- investigate calculations, explore, practice and talk about their findings
- solve simple everyday problems.

Within the **Understanding the World** area of learning we aim to:

- allow children to make decisions
- provide opportunities for children to find out about their environment and their culture
- encourage thinking and asking questions
- plan, predict and make mistakes.

Within the **Expressive Arts and Design** area of learning we aim to:

- provide opportunities for children to explore and investigate a wide selection of art materials
- provide opportunities for imaginative role play, music, movement and dance
- share and discuss thoughts and feelings
- encourage the use of new technology.

Assessment

We assess the children on a termly basis throughout our EYFS unit.

Upon starting in our EYFS Unit, we build a picture of each child within the first few weeks of the Autumn term, taking into consideration written assessments and conversations with nursery/pre-school key workers, parents and our Early Years Team observations. This provides the Early Years Team with suitable starting points for planning learning experiences and activities that will suit all individual needs.

Children in Reception class, will take part in a statutory baseline assessment within the first six weeks of joining our EYFS Unit

Ongoing assessment takes various forms throughout the year. We observe each child independently accessing practical learning experiences each term. We frequently observe children in group situations throughout the year, both in adult led and child led situations. We use Tapestry so that we can upload photographs and video recordings and plan for next steps, this information is then sent to parents/carers.

We also gather independent work and must do work to document significant developments and achievements throughout the year.

Next steps are set individually or as a group and are feed into our planning. We make summative judgements on entry and at the end of each term based on the formative evidence collected.

In the Summer term we assess Reception children against the Early Learning Goals. Children are assessed as either emerging towards or at the expected level of development in all 17 goals. At the end of the Foundation Stage judgements are collated and reported to the LA. They are shared with parents and the next class teacher.

The Setting

Children in our 2 year old unit, have access to free flow time the majority of the morning.

Children in Reception class and Nursery class have access to an hour and a half free flow time every morning and an hour in an afternoon. In this time they have access to two indoor classrooms and a spacious outdoor area.

In Reception class, adult led sessions build up throughout the year. We have high expectations for what children are able to achieve and we champion children to do so. Learning takes place through a balance of adult led phonics, Literacy, Maths, PE, RE, PSED and music sessions alongside daily child led exploration during 'free flow time'.

During 'free flow' time experienced practitioners work alongside children to support their next steps in learning. Our environment provides rich opportunities for children to really engage and dig deeper, revisiting concepts over time in core and enhanced provision.

Our aim is to provide equal learning opportunities for all children, both inside and outside. We seek further guidance from a range of specialists where necessary. Planning Long term planning details starting points and high quality literature that children will come across throughout the year for Reception children. Our aim is to offer a rich and broad balanced curriculum that prepares children well for the world around them and for curriculum expectations in Year One.

We include weekly RE, PE, PSHE (Kapow) and Music (Charanga) sessions for all EYFS children. Weekly planning outlines key activities and objectives that are carefully planned to challenge and support learning. Core provision planning outlines learning opportunities available during children's self-directed and supported immersive play based explorations. We have adopted the Little Wandle phonics programme, which is a rigorous phonics scheme, where there are high expectations for every child to become a reader. Much of our curriculum time is communication and language based. We meet the guidance as outlined in the Reading Framework and include stories, singing and rhymes in our routines every day.

We use the NHS Speech and Language programmes Verbo to deliver regular interventions to specific children to enhance their understanding of vocabulary. We follow the White Rose Maths programme alongside NCETM which aims to encourage deep mathematical explorations and understanding within the EYFS.

Staff in our Early Years Unit are up to date with all statutory requirements. Staff have the relevant training to teach within the EYFS and are committed to keeping up to date with safeguarding training, food hygiene training and paediatric first aid.

Hunmanby Primary School's Early Years Foundation Stage Unit is a vibrant, exciting place to be. Practitioners are passionate about working with young people and we aim for every experience to be a positive one.

Children are safe, happy and eager to learn!