

Butts Primary School



“One school, one community”

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Head of School: Mrs D Marusamy

EYFS Policy

Chair of Governors	M Mortiboys (Dec 22)
Executive Headteacher	A Hill (Dec 22)
Next review date	December 2023

‘In early years settings, the starting point must be the needs and characteristics of the child; the educator must assess these through observation and by collaborating with parents. The wide range of developmental stages and needs of very young children puts a great responsibility on educators to provide a curriculum which can take into account the similarities and differences within any group of under fives and also provide continuity with what went before and progression to what will follow.’

Starting with quality: the ‘Rumbold Report’ 1990

Aims

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Our Curriculum

For most of the time, children at Butts are engaged in exploration and play-based learning which is well-resourced and well-supported. This learning does not always have immediate fixed outcomes but practitioners are mindful of the outcomes we want children to reach, and guide children towards them. Children have significant choice and independence as they play. This supports their developing confidence, independence, collaboration, persistence and self-regulation. Exploration and play-based learning can be chosen entirely by the child or can be guided by the practitioners in a playful way. Children need both options.



Practitioners have a key role in supporting this learning by developing episodes of joint adult/child attention and listening to the children and developing conversations with them. Practitioners gently challenge children's thinking. They provide suggestions and resources over time which make the learning more challenging. They use new vocabulary naturally and repeatedly, so children use and learn those words. As practitioners interact with the children minute-by-minute, they are reflecting on how their interactions can support further learning. Everything is underpinned by support for children's confidence and emotional wellbeing. This is all crucial for the children. But it's not enough. Children also need adult-guided learning and direct teaching to learn key skills and concepts. They need to learn new words which are not present in everyday speech.

That is why curriculum is important in the early years. By 'curriculum' we mean: all the things that we want children to know, experience and be able to do as a result of their time in Nursery and Reception class. The top priority in our curriculum is communication and vocabulary.

We have an inclusive curriculum. Every child can access our curriculum, with extra help when needed. We call this help 'scaffolding'.

Our definition of learning is a change in long-term memory. If a child can't remember and retrieve what they have learnt, then they haven't learnt it at all. It's important that a child's learning is secure before moving onto new concepts or skills. Secure learning is more important than covering lots of things superficially.

Our definition of progress is 'knowing more and remembering more'. When we think about the curriculum, we consider 'components' and 'composites'.

Components are secure, small building blocks of learning.

In the example about counting, a component is subitising up to 3. Composites are the coming-together of components into a skilled performance – like counting accurately up to 5.

For example, to count to five, a child needs to learn to:

- develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
- recite numbers past 5
- say one number for each item in order: 1,2,3,4,5
- know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- show 'finger numbers' up to 5
- link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

In essence our policy and ideas are summed up by the quote below

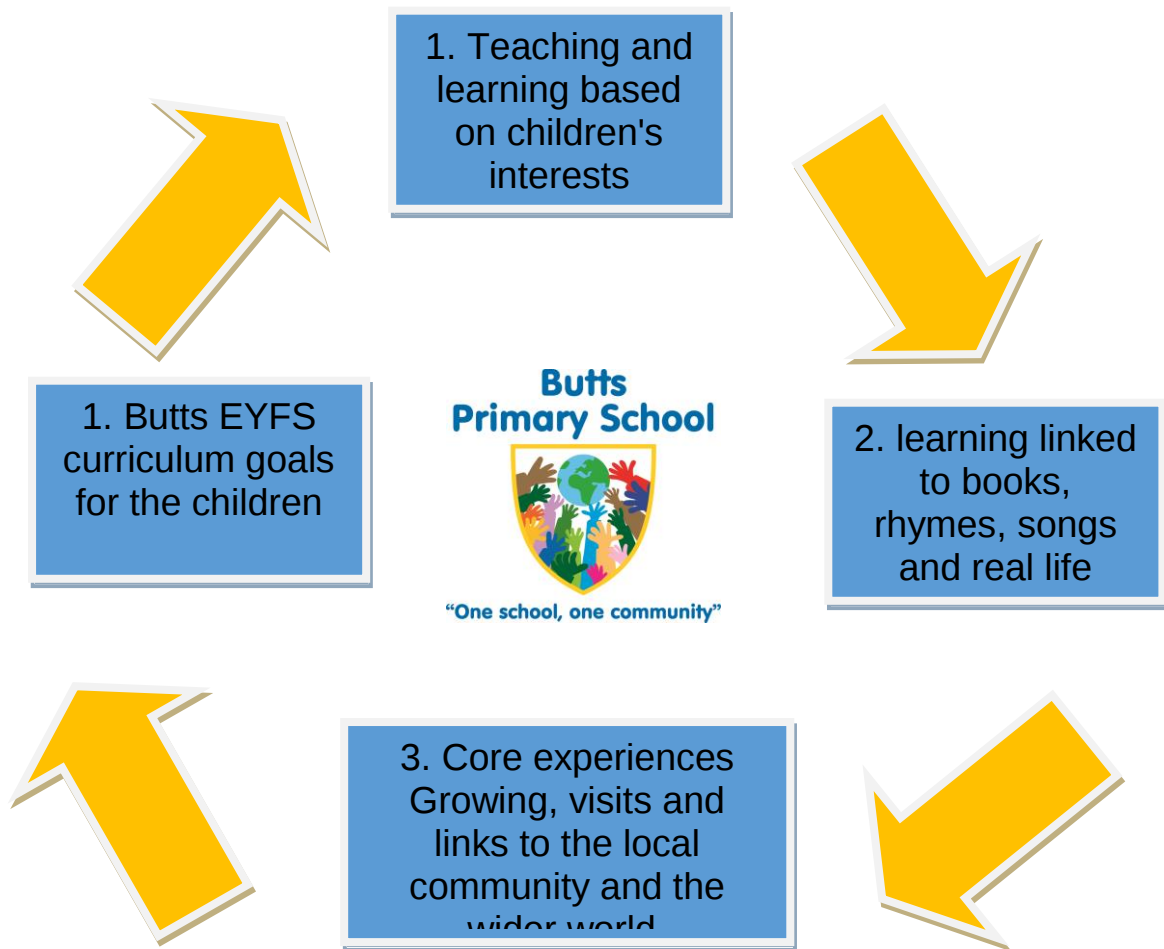
Ann Epstein's book, *The Intentional Teacher*

American National Association for the Educating of Young Children (NAEYC)

An intentional teacher acts with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life.

Intentional teaching does not happen by chance. It is plan full, thoughtful, and purposeful. Intentional teachers use their knowledge, judgment, and expertise to organize learning experiences for children; when an unplanned situation arises (as it always does), they can recognize a teaching opportunity and take advantage of it, too. Intentional teaching means teachers act with specific outcomes or goals in mind for all domains of children's development and learning. "Academic" domains (literacy, mathematics, science, and social studies) as well as what have traditionally been considered early learning domains (social and emotional, cognitive, physical, and creative development) all consist of important knowledge and skills that young children want and need to master. Intentional teachers, therefore, integrate and promote meaningful learning in all domains.

Curriculum Overview





Communication and Language



Ask a relevant question and make a relevant comment.

Converse with friends and adults.

Express feeling and ideas with confidence.



Personal, Social, Emotional



Show **empathy** to others.

Show **determination** to complete a goal.

Show **resilience** in the face of challenges.

Show **curiosity** about the world around them.



Physical

Use cutlery with confidence.

Hold and use a pencil effectively.

Exercise every day.

Understand healthy food choices.



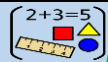
Literacy

Retell a story

Write sentences independently using set 1 and 2 sounds.

Read sentences using set 1 and 2 sounds.

Enjoy listening to 2 books each day.



Maths

Understand in depth numbers to 10 including number bonds to 5/10.

Subitise confidently numbers to 10.

Recognise the pattern of the counting system.

Compare quantities in different contexts.



Understanding the World

Know their local community and local history.

Explore nature and their part in it.

Care for an animal.

Appreciate different religions and cultural communities.



Expressive Arts and Design

Explore local and famous artists.

Investigate creative techniques, form and colour.

Perform a story, song, dance or poem to an audience.

Learning

- Learning is play-based and takes place indoors and outside.
- There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner.
- Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support make a huge difference to children.

We designed our curriculum with the particular strengths and needs of the children of Butts Primary in mind.

The goals are ambitious. They provide an overview of many of the different things we would like children to know and be able to do. The goals are adaptable to the particular children on roll. We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. Practitioners sensitively reduce their support so that children become more independent in their learning. We recognise that every child will not make the same progress through the curricular goals but every child will participate in the same curriculum.

The Foundation Stage underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning among children.

The Foundation Stage is divided into the following areas of learning:

Prime Areas

**Personal, Social and
Emotional Development**

Physical Development

Communication and Language

Specific areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Partnership with Parents

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- Making contact with parents/carers before their child starts school at our, induction sessions, welcome packs and nursery/reception visits.
- Inviting parents/carers and children the to attend an informal induction 1-1 meeting.

- Inviting parents to phonic and reading workshops/ lesson observations to see how their children will begin learning and how they can support them.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- Written contact through reading records and newsletters.
- Offering parent-teacher consultation meetings/ target days per year at which their child's progress and wellbeing is discussed.
- Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.

Equal Opportunities

We ensure all children feel included and supported by working in an anti-discriminatory way. We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. A bi-lingual T.A is used to support children with English as a second language. Some books are dual language and the story of the week is read in Home Language, to bi-lingual learners, before it is read in English.

We work towards supporting bilingual children's development in their home language as well as English. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered giving the extra support needed so that they can participate and understand. Children will be learning English through real life, everyday, meaningful experiences and through interacting with other children and staff. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and the wider world.

Special Educational Needs

It is important to identify those children who find some areas of learning difficult so that strategies to help them can be put in place as soon as possible. These children will have an APDR which is written by the teacher in consultation with the parent and SEND coordinator. This will be reviewed regularly as the child progresses. SEND children have access to the full curriculum and are involved in all the learning experiences.

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal Fresh water is readily available for all children and we encourage children to bring in their own water bottle so that they can help themselves to water at any time.

All members of EYFS staff have a recognised paediatric first aid qualification in line with the EYFS framework 2021.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

- An induction meeting for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- Stay and plays at the start of term so that the children can get to know the teachers and school staff with their parent present.
- A gradual introduction to the school day this introduces the children to their new routines gradually and this enables children to be less over whelmed.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. Reception children visit year 1 once a week in the last half of the summer term so the teacher can start to get to know them.

Assessment and Tracking

Assessment serves children's learning and our curriculum.

Most assessment is formative, so that it quickly helps us to make a difference to children's learning. Assessment is observed daily when adults interact with the children to gain better knowledge of their development, needs and next steps.

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.