


# Nutley CE Primary School

Believe and Achieve



## EYFS Policy

Review cycle	1 / 2 / 3 years	Date: (Pioneer) September 2024
Approved by	Headteacher	
Changes made in this review cycle	Some additions to sections relating to home learning and to the table outlining the different provisions linked to the core and specific areas of learning.	
Linked policies	Teaching and learning Subject leadership Book & Marking Policy	
Signed		Date: February 2025
Position	Headteacher	
Date of next Review	September 2025	

## **Introduction**

Early Years Education is the foundation upon which children build the rest of their lives. The provision is based on the understanding that children learn best when they learn through a means of making connections, through play and adult interaction. Planning is developed that allows for rich child initiated learning, alongside well-planned and highly intentional adult directed learning experiences.

This policy outlines the purpose, nature and management of Early Years.

## **The Nature of Early Years Education**

In this policy, the Early Years education refers to children from the age of 4 to 5 in the Reception class. Early Years education is concerned with the physical, social, emotional and intellectual development of the individual child, with no area standing in isolation from the others.

Weaving throughout the EYFS curriculum are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**The EYFS has four guiding principles:**

- Every child is a **Unique Child** who is constantly learning and can be resilient, capable, confident and self-assured
- We provide an environment that develops **Positive Relationships**, encouraging children to be strong and resilient.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- Children benefit from a **strong partnership** between practitioners and parents and/or carers.
- We have an awareness and knowledge of the fact that children develop and learn at different rates and this must underpin our planning and the way in which we interact with children and extend their learning.

## **Entitlement**

The Early Years Foundation Stage (EYFS) areas of learning and development have been updated and were published by the government in 2021.

These areas of learning are used when observing, assessing and planning for a child's individual needs.

There are seven areas of learning, which have sub sections to focus learning. The seven areas are also split into two areas, **Prime Areas** and **Specific Areas**.

1. The three prime areas- these apply to all children and provide the solid foundations for accessing other areas of learning.
2. The four specific areas- these build upon the three prime areas to facilitate and extend learning.

### ***The three prime areas are:***

- **Personal, Social and emotional development.**  
Self- Regulation  
Managing Self  
Building Relationships
- **Physical development**  
Gross Motor Skills  
Fine Motor Skills
- **Communication and language.**  
Listening, Attention and Understanding.  
Speaking.

### ***The four specific areas are:***

- **Literacy**  
Comprehension  
Word Reading  
Writing
- **Mathematics**  
Number  
Numerical Patterns
- **Understanding the World**  
Past and Present  
People, Culture and Communities  
The Natural World
- **Expressive Arts and Design**  
Creating with Materials  
Being Imaginative and Expressive.

## **Planning, Implementation and Play**

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum and lifelong learning. Teaching and learning will take place within the classroom, outside areas and in the local area.

Within these areas children will participate in a variety of activities, both with an adult and independently.

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, guidance and directed teaching, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play and learning by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play and directed teaching
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Exposing children to a wide range of stories, poems and genres of text.
- Encouraging children to use a range of vocabulary.
- Asking questions about children's play.

Each child is viewed as an individual, with specific needs being met in appropriate ways, according to their stage of development. Individuality is encouraged, independence is fostered, and each child is encouraged to achieve their best.

Adults will be aware of the importance language and vocabulary has on children's development and keep this in the forefront of their minds.

## **The Role of Parents**

Parents are encouraged to work in partnership with staff and become involved in their child's education. The Foundation Stage Profile is discussed at regular intervals and parents are kept fully informed of their child's achievements. Parents are encouraged to contribute formally through the use of Tapestry online which is used to record children's achievements outside of the school environment, as well as inside school, and celebrated with their peers in the classroom. Parents are also invited into school regularly to share the children's learning journeys with them.

A meeting is held with the parents of pre-school children in the term before admission. At this meeting the school's Early Years Policy and the way in which the Reception Class is structured will be explained. Parents of pre-school children will receive information folders, including the school prospectus, and starting school booklet. Children and parents are invited to two Pop In and Play sessions in the final term of the year before they begin school. An individual meeting with parent and child is arranged during the first week of autumn term either in school or as a home visit (Term 1).

## **Admission**

Children are admitted in September for school, on a full-time or part-time base, depending on a professional discussion between parent and teacher. A quickly staggered admission system is used in order to settle the children comfortably by enabling them to gain confidence and familiarity with the routines in their new setting. A buddy system is used, pairing the new Reception children with Year 2 children, supporting the transition to school life. Buddies help school starters to line up, manage the lunch hall and support them in the playground.

## **Inclusion**

At Nutley we promote equality of access to the whole curriculum for all learners. The EYFS teacher is aware of the physical, sensory, cognitive and emotional development and needs of learners. When planning learning objectives, a variety of activities and experiences are planned to meet the needs of different learners.

In accordance with the school policy of special educational needs, all children with a special need are identified as early as possible and an intervention strategy put in place to help the child deal with or overcome their particular special needs.

The EYFS teacher is well placed to liaise with parents and other early years settings to help identify any special needs specific children may have. The school has established relations with all special needs providers and a number of agencies are regularly in communication with our setting. On entry to school and nursery parents are asked to inform the staff of any medical conditions or other important information we may need to be aware of. We reinforce the importance of equality of access to education for all children of all aptitudes and abilities.

## **Planning**

Planning follows the Early Years Foundation Stage Framework, and the curriculum plans have been developed alongside the education programmes and practitioner knowledge of the cohort, child development, and wider learning opportunities. Long term, termly and weekly plans ensure activities and all areas of learning are covered in both the outside and inside classrooms. Termly topics and big questions are introduced through wow starters or stories and are drawn together and ended through celebration. In addition to formal planning, staff take account of pupil interests and passions and will adapt the environment and learning to utilise these interests and engage pupils in play and learning.

Teaching assistants are consulted, advised and kept informed of planning and work closely with teachers to assess, monitor and deliver learning objectives.

## **Assessment, Reporting and Recording**

Class Teachers and teaching assistants are continuously observing and assessing the reception children. Records of observations and assessments are kept. These are used as an 'assessment for learning' tool to inform planning and future learning and development. The teacher uses an in-house tracking document to track children who are 'on track' to meet the end of age assessments in the Early Learning Goals in Reception. Staff use assessment guides such as Development Matters and Birth to 5, to support discussions, assessments and next steps.

Moderation style discussions take place within the Pioneer federation and with local schools and nurseries to check that all assessment judgements are secure.

The end of year report to parents/carers is a summary of the data collected throughout the year. It informs the parents/carers of whether the children have met or not met the end of year Early Learning Goals, the progress they have made and the next steps the children need to make in order to develop even further.

It will also include a summary of the children's Characteristics of Learning. Once these reports have been presented, parents have the opportunity to discuss them at the end of year reports meeting.

These reports and assessments also form the basis of transition discussions and support into Year 1.

## **Continued Professional Development (CPD) and Networking**

All EYFS staff attend relevant training courses, related to curriculum developments and termly Foundation Stage meetings are held with the teachers across the Pioneer federation, with whom we are in a Partnership Year with, aiming to join in September 2025. The EYFS Lead works closely with the early year's team across the federation to share and develop CPD.

### The Role of the Head teacher and the Early Years Leader

The Early Years Leader will work alongside the Headteacher to inform all school staff, as necessary, of any new developments and changes in the Early Years Foundation Stage curriculum. Policies and framework will be reviewed as part of the school development plan.

### Home Learning

Children and parents are encouraged to read regularly together at home, in line with the Nutley reading policy. There are also a range of opportunities for parents and children to build upon their learning in school, at home, through the use of termly challenges, phonics games and flash cards and some weekly ideas. Twinkl Phonics reading books are sent weekly. These are carefully chosen to include sounds and tricky words that the children have been taught, together with other books of the child's choice.

### Curriculum Area Leaders

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice. The table below shows how the Early Years curriculum areas link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
Personal, Social and Emotional Development	Self- Regulation	PSHE Curriculum	Roleplay Areas Playing games, turn taking Stories, Playing and working in pairs or groups Self-care needs - getting dressed, healthy eating
	Managing Self	PE, Science	
	Building Relationships	Drama Art and Design	
Communication and Language	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
Physical Development	Fine Motor Skills	PE Literacy	Threading, peg boards, write dancing, art and creative activities using different implements. Writing letters and making marks with a variety of materials.
	Gross Motor Skills	PE PSHE	Yoga, trim trails, balance beams. Jumping on and off things, climbing, bikes, scooters. PE Sessions - Ball skills, throwing, catching, rolling,

			pushing, pulling.
Literacy	Comprehension	Literacy Drama All curriculum areas	Sharing stories as a class, 1-1, in groups Phonics Acting out stories, roleplaying our own stories, Small world play Drawing and making pictures/art models. Songs and phonic actions
	Word Reading		
	Writing	Literacy All curriculum areas	Mark Making, painting, labels, initial sounds, stories, cards, shopping lists, posters. Tricky words, songs, phonics sessions Sand trays, writing letters with paint. Building words with magnetic letters, CVC cards
Maths	Number	Maths Science	Number hunts, counting objects, numbers in provision, numicon, number blocks, practical addition and subtraction. Roleplay shops, buses and centres. Subitising amounts, use of dice, number songs and patterns
	Numerical Patterns	Maths Science History	Pattern making with pegs, shapes, stamps Sorting different objects by colour, shape etc.
Understanding the World	The Natural World	Science, Geography	Experiments, walks, roleplay, animal small world areas, topic themes, trips, cars and toys, puzzles, stories, Forest School activities.
	Past and Present	RE, History, Drama	Exploring jobs, celebrations events, difference, stories and videos. Puzzles, pictures, visitors and trips.
	People, Cultures and Communities	RE, Geography History, PSED	Exploration of different climates, homes, celebrations throughout the world.
Expressive Art and Design	Being Imaginative and expressive	Art and Design, Science Forest School	Role play, creation stations - lots of different materials Forest School
	Creating with Materials	Music Drama Literacy	Musical instruments, singing songs, Junk modelling Mud Kitchens, Sand and water play



**Policy: EARLY YEARS POLICY**

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