



Crumpsall Lane Primary School EYFS Policy

Date	Amendments made
August 2020	Positive Relationships section - added changes in light of Covid 19
June 2021	Layout changes Aims adapted Structure of EYFS Learning and development Assessment Order of statements
January 2022	Bullet point numbers changed 8. Curriculum planning, observation and assessment – in line with New EYFS Framework Table of other policies added
Nov 2022	Reviewed. No Changes Made
March 2024	3. Wording around qualifications removed. 5. Tapestry replaced Target Tracker to share learning with parents. 'Daily' homework removed Parents as partners wording around Covid 19 removed and edited Wording around parent workshops not taking place due to Covid restrictions removed 8. EYFS Wider Curriculum Links documents added 13. 'Observation' wording removed. Tapestry replaces parent email. 15. Covid restriction wording removed

	16. 'Regular' replaced 'weekly'.
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1. Early Years Foundation Stage (EYFS).

“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.”

Statutory Framework for the Early Years Foundation Stage 2021

2. Aims and ethos of the school

We are a Community Primary School with a nursery. Our children are aged 3 to 11 years old.

At Crumpsall Lane Primary School, we aim to educate children and let them receive as wide a range of activities and experiences as possible, to ensure an interesting, varied and challenging curriculum. In formulating this policy, we aim to ensure the following:

- Every child in the school is treated equally.
- The trips and events can be planned long term to fit in the curriculum and school year.
- The trips are enjoyable and rewarding.
- The trips are easy to plan and organise.
- Every child shall leave school with a similar experience.

EYFS Curriculum Intent:

The intent of the Crumpsall Lane EYFS curriculum:

- To engage all children and ignite a passion for learning by creating a positive attitude to challenge.
- To look upon children as individuals; to listen and follow their interests.
- To teach children to understand themselves; be able to celebrate their strengths and form strong relationships with others.
- To embrace their home city of Manchester; the local community and its diversity.
- To cohesively include parents, as partners, throughout the learning journey.

3. Structure of the EYFS

At Crumpsall Lane Primary School, the term Early Years is taken to mean all those pupils in the Early Years Foundation Stage of Education, i.e., those children aged between 3 and 5 years old who are either in the nursery or reception. Admissions to reception are administered by Manchester Local Authority.

The Early Years at Crumpsall Lane Primary School consists of a 39-place nursery classroom and one reception unit, which is made up of two 30-place reception classes. We also have a shared enclosed outdoor area. There are toilet facilities for both the nursery and

reception classrooms. The classes are well staffed, with three class teachers and adequate support staff to ensure we are within ratios.

We aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual. The EYFS is based upon four overarching guiding principles, these are:

Unique Child Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships Children learn to be strong and independent through positive relationships.

Enabling environments 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.

Learning and development Children develop and learn at different rates The Statutory framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

4. Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

5. Positive Relationships

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

Parents as Partners

We recognise parents and families as essential stakeholders to children's successes. We build and maintain our relationships with parents by:

- **Talking to parents** about their child before their child starts in our school.
- **Providing 'Stay & Play' sessions** which give children the opportunity to spend time with their new teacher before starting school during sessions.
- **Providing workshops** and encouraging parents to attend to support each child's development.
- **Using email** for parents to contact their child's teacher – eyfsparents@crumpsall.manchester.sch.uk
- **Using Tapestry** to share children's learning at school and provide ideas for opportunities for learning at home
- **Holding parent meetings** where the teacher and the parent discuss the child's progress and next steps

- **Providing reports** for parents on their child's attainment and progress at the end of each school year.
- **Providing home learning** which includes reading books linked to RWI.

6. Enabling Environments

Early years practitioners at Crumpsall Lane Primary School recognise that a well-planned, stimulating environment that promotes independence and active learning is central to purposeful learning experiences.

At Crumpsall Lane Primary School, the environment extends from the classroom to an outdoor area where it is recognised that the learning opportunities have equal merit to class-based experiences.

The environment we create for our children:

- is clean, attractive and welcoming to children and their parents.
- is a safe and secure place, facilitating children to develop confidence and independence.
- is stimulating, exciting and encourages exploration and discovery.
- values children's own work and have work displayed attractively.
- ensures that children have the opportunity to play individually or in small groups.
- provides opportunities for children to be quiet, noisy and messy.
- encourages children to be creative in all areas of learning.
- encourages children to talk to each other and adults.
- encourages children to think critically and to ask questions.

7. Learning and Development

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

8. Curriculum planning, observation and assessment

We have a curriculum that is child-centred and that is based upon 'WOW' experiences and topics from enquiry-based questions. Our curriculum progress model is based around 5 key documents:

- Talking and Thinking floor books; including children's interest and gaps in cohorts' knowledge.
- Long term planning overview and Curricular Goals per year group.
- Skills progression documents by area of learning from ages 0-3 to Early Learning Goal.
- EYFS skills and knowledge progression linked into National Curriculum wider curriculum subjects.
- Daily phonics taught through the Read, Write, Inc programme.

Floor books

We use 'Talking Tubs' at the beginning of each topic, to record children's interests and fascinations based on a theme. We then gather this information in our Floor book. Floor books are part of the Talking and Thinking Floor book Approach as developed by Claire Warden in her book 'Talking and Thinking Floor books'. A Floor book is used as a document which records children's ideas and thoughts when they have been part of the planning process. It is also used as an observation and assessment tool. The Floor book is a way of documenting the consultation process that takes place between adults and children as the learning develops.

Long term planning overview per year group.

Age-related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. Our curriculum is fluid, ambitious, based on cohorts needs and adaptable to the children's interests. Long term plans set out the enquiry-based topic questions for the year, along with key texts which support vocabulary and literacy development.

The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful cross-curricular links. The ethos of 'Be the best you can be' runs through all of our teaching and learning and is celebrated in a range of ways. Inviting classroom environments stimulate learners and engage them in quality thinking and reasoning. Explicit weekly planning is responsive to children's needs; incorporating holistic approaches to teaching and learning.

Continuous provision practice and principles in EYFS support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas.

Skills progression document by area of learning from ages 0-3 to Early Learning Goal.

We have developed a 'Skill Progression' document that is used across both Nursery and Reception in all areas of learning as set out by Development Matters 2021. The 'skills progression' document takes each area of learning (i.e., Fine Motor) and identifies the key 'themes' running through the statements (i.e., health and self-care, eating skills, one-handed tools with control and pen grip). It then documents the development of skills within these 'themes' from ages 0-3 to Early Learning Goal, with activities and ideas to support this learning. The Birth to 5 Matters framework is also used to support progression of skills across all areas of learning. This clear progression allows for individual children's next steps to be identified, planned for and addressed across the curriculum, either through whole class teaching or targeted interventions. The purpose is that each child's individual skills set are to become progressively more advanced in order to develop proficiency in a particular complex skill pattern.

Pupils work towards the Early Learning Goals of the Early Years Foundation Stage Curriculum in Nursery and Reception. The majority of children move onto the National Curriculum Programmes of Study at the start of Year 1. Throughout this period and beyond all children are still developing their phonic knowledge through the Read, Write, Inc Programme and developing their fluency in reading through the school's structured approach to the daily teaching of reading.

EYFS skills and knowledge progression linked into National Curriculum wider curriculum subjects.

The Development Matters 2021 statements have been carefully broken down into wider curriculum areas to show progression in these subjects from Nursery to Reception and how they link to the National Curriculum. Our bespoke EYFS curriculum has been carefully planned to lay the foundations for learning in Key Stage 1. Our 'EYFS Wider Curriculum Links' documents carefully sequence our own school EYFS curriculum into the learning of the National Curriculum. These documents allows wider curriculum subject leaders, EYFS practitioners and members of SLT to see how areas of learning 'starts' in the EYFS and to see the skills that children develop within different areas of learning.

9. The Characteristics of Effective Learning

Characteristics of Effective Learning (CoEL) are a revived element in the EYFS Statutory Framework 2021. CoEL advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

Playing and exploring

Through play children are able to make sense of the world around them. They communicate with others and learn to imagine, negotiate and make compromises.

They learn how to control themselves and understand the need for rules. We provide opportunities for children to practise skills and develop concepts; they take risks in a safe environment and make mistakes.

We provide both adult-led activities and opportunities for spontaneous play and give children time to become truly involved in what they are doing.

We aim to provide a balance between daily routines and familiar activities which offer security and new experiences which offer excitement and challenge.

Our staff are trained and qualified to an appropriate level and ongoing support is offered.

Active learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome. Underpinning the CoEL is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives. Children who do not receive this sort of support and interaction are likely to have a much different attitude about learning later on in life. Hence, why the supportive practitioner, and the environment they provide, need to nurture these CoELs to occur, but without forgetting that children are individuals who bring their own needs, talents and histories to the learning environment.

10. Phonics

As a Federation, we follow the Read, write, Inc phonics programme developed by Ruth Miskin. **Read Write Inc.** Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

For more information, please see the parent/carer guide on the Oxford Owl website or visit the phonics page on the school website.

11. Inclusion

We value the diversity of individuals within the school equally. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of all our children.

Our curriculum takes account of the different starting points of the children; it provides activities which match the children's differing needs, and it provides planned and purposeful activities to foster learning both indoors and outdoors.

12. Language Development

Opportunities are provided for those children whose home language is not English so that they are able to develop and use their home language and English in play and learning. We use a number of strategies to support children with difficulties in communication; these strategies have been developed alongside a Speech and Language therapist and are used consistently across the EYFS and in the school. The school and adults in the EYFS recognise the significance of reading on a child's vocabulary development.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home.

13. Assessment

At Crumpsall Lane, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their understanding, interests, and learning abilities. Throughout EYFS we observe and make assessments; this learning is then shared with parents on a regular basis. Practitioners also take into account learning shared by parents and/or carers through the use of Tapestry.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and a handover process to KS1 takes place. Termly in-house and cluster moderation takes place to validate practitioner judgements.

14. Safeguarding and Health and Safety

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 these safety measures are necessary. We provide children with choices to help them develop this important life skill. Children are 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.

Our safeguarding and welfare procedures are outlined in our school's safeguarding policy, which is available on the website. All EYFS staff are Paediatric First Aid trained.

Staff complete daily risk assessments in both the indoor and outdoor environments. We encourage the children to participate with this process and feedback to the rest of the class.

15. Transition

Starting school

To ensure that all children make the best possible start to their school life we complete a transition process. For those pupils starting in September of each year, it begins with a home visit in the summer term where staff meet the child for the first time. Teaching staff share with parents and/or carers all the information they will need to support their child with starting school. Children are welcomed for a number of stay and play sessions with both parents and/or carers and their PVI if they attend one.

When children start in September, they build up their time to include a full day; the class teachers may work with the school SENDCO and parents to develop a timeline of when individual pupils will increase their time.

Reception into year one

During the final term in Reception, the EYFS Profile is completed for each child. Moderation takes place with the Year 1 teachers in order to validate judgments and support transition. Reception teachers complete a number of detailed handover documents and hold regular meetings with the Year 1 team. The Year 1 teachers are given a breakdown of gaps in attainment for the 'emerging' children and the reception teachers plan interventions to start when they return to school. The EYFS Lead follows the attainment of these children to support with 'closing the gap'.

The children participate in a transition process where they have regular visits to the Year 1 unit with a member of the reception team. The children also spend time accessing the whole-school playground at break and lunch times.

16. Monitoring arrangements

Effective teamwork is fundamental in providing an appropriate curriculum and learning environment. The early years team have regular meetings to discuss classroom issues, reflect on practice, discuss observations and plan learning opportunities based on assessments and observations of children.

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The senior leadership team will carry out monitoring within the EYFS as part of the whole-school monitoring schedule.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Accidents and changing children	See changing policy