



Early Years Foundation Stage Policy

Our AIMS IN EYFS - What do we want to do?

- **At Katherine Semar we believe each child is unique and want every child to reach their full potential;** children's achievements up to the age of 5 can determine life chances. Barriers to participation and learning, including SEND, are quickly identified and supported appropriately, allowing all children an equal chance of success.
- **High Quality Care** is central to effective practise and the child's experience is at the heart of our provision. Positive, respectful relationships are fostered allowing each child to thrive in a safe, secure environment.
- **An ambitious curriculum** is carefully designed and sequenced to provide an engaging, broad and balanced education that provides and meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.
- High priority is given to language development, early reading, writing and mathematics ,as well as social skills. Children become confident, articulate speakers, confident decoders and writers, develop a love of books and have a deep understanding of early number.
- The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development.
- **Effective pedagogy** supports all children to progress and learn. As well as a combination of child initiated play, guided learning and direct teaching, both the indoor and outdoor environments enable children's learning to be supported and extended.
- **Purposeful, accurate, assessment** ensures we know the skills and knowledge of each child, enabling us to quickly and effectively support or challenge children as appropriate.
- **Self -regulation and executive function** are embedded in our effective pedagogy and curriculum. Experiences allow children to foster the characteristics of effective learning and through co-regulation, children learn to regulate strong feelings.
- **Positive and respectful relationships** are fostered between all stakeholders and there is a strong home school partnership. Parents are listened to, informed and actively encouraged to engage in their child's learning. They quickly become part of our school community and feel welcome.

OUR IMPLEMENTATION- How will we achieve our aims?

Our implementation ensures we meet the statutory requirements of the Early Years Framework and reflects the four guiding principles of practice; unique child, positive relationships, enabling environments (with teaching and support from adults) and learning and development.

Each and every child to reach their full potential

- The SENCo liaises with preschool providers so SEND needs can be identified and supported early.
- Staff work co-operatively with the SENCo and outside agencies to provide the best possible provision, support and outcomes for children working significantly below expectations.
- One plans and EHCPs are reviewed in line with SEND policy
- EAL children are assessed using the Bell Foundation Assessment and an action plan is produced if their provision needs to be extended beyond QFT.
- Children not on track for ELG are identified each half term and appropriate provision put in place to ensure progress is accelerated and gaps closed.
- Information of children's 'gaps' is shared with all EYFS staff so they can support individual children effectively within provision.
- Each term the EYFS Lead analyses the data in terms of GLD and micro groups to identify any patterns which may need addressing.
- Regular pupil progress meetings with SLT to discuss individual children's attainment and progress ensure interventions/provision is in place to close any gaps and accelerate progress.
- The traditions and cultures of children in the cohort are embraced and celebrated.
- Our long term curriculum plan and SMSC provision celebrates both cultural and physical differences.
- The positive relationships we quickly develop with parents allow us to understand our individual families and guide and support them to ensure the best outcomes for their child.

High Quality Care

- Adults in our school enjoy playing and learning with children and develop positive relationships where children feel safe and valued.
- Adults facilitate, support and develop children's interests and ideas both in play and guided learning.
- Katherine Semar core values are shared with the children and constantly modelled, promoted and celebrated.
- Daily routines and clear and consistent rules and expectations ensure children feel safe and secure.
- Starting school is a big step for small children. The induction process ensures children are familiar with our school even before they officially start. The induction process includes, stay and play sessions, a class visit and a 1:1 meeting between the class teacher. A member of the EYFS team also visits the child and their keyworker in their preschool setting.
- A Y6 buddy writes to each child over the summer holiday and supports with lunchtime play and the food hall in first three weeks of school.
- A phased start to full time school means children are supported in their transition to school and quickly learn key classroom routines, build effective relationship with key adults and settle quickly and happily.
- Children start to attend whole school birthday and celebration assemblies early in the autumn term, ensuring they quickly feel part of the school community
- Transitioning to Y1 is another big step for the children. This transition is supported by Y1 teacher's visiting the children in their EYFS setting, EYFS children visiting their year one classrooms/teachers and EY and Y1 teachers meeting to discuss each child's individual strengths, interests and needs.

An ambitious curriculum

- The EYFS Framework has guided our curriculum to ensure we meet statutory requirements but it does not define what is taught. Our Early Years embraces the aims of the Katherine Semar Inspire curriculum and is an integral part of our whole school subject skills progressions.
- Alongside the skills progressions, long term plans ensure all children experience and develop a range of concepts, skills and knowledge which not only allow them to achieve GLD (and beyond) but lay strong foundations for future learning.
- A progression of skills for computing is in place to ensure the children can use technology to support their learning and be well prepared for Y1 and beyond.
- Half termly topics provide a context for learning. Topics start with an engaging 'launch' to hook the children into their learning and end with a 'land' which celebrates the learning.
- Learning is enriched and brought to life by visits and visitors e.g. visit to an aquarium
- A designated sports coach, music teacher and forest school leader ensure high quality provision and a richness of experiences.
- Regular P4C sessions are delivered to encourage deeper thinking, language development and social skills.
- Jigsaw and Zones of Regulation provide a whole school, cumulative approach to PSED and ensure self-regulation is given a high profile.

High priority is given to language development, early reading, writing and mathematics.

Rich and varied opportunities are used to promote language development across the whole curriculum:

- A school wide oracy progression with a focus on Physical, Linguistic, Cognitive and Social and Emotional Skills.
- Talk Guidelines, stem sentences and 'Frame it, Build on it, Prove it' strategies are established throughout EYFS.
- Learning partners and Kagan structures ensure talk is central to all learning
- Children have opportunities to speak and listen for a range of purposes e.g. class assemblies, circle time, role play..
- High quality core and enrichment text expose children to rich language and vocabulary in partnered reading books is also explored
- Our school poetry spine identifies rhymes to enjoy and learn by heart
- Storytelling, narrative therapy and drama provide opportunities for listening, oral comprehension and language development.
- Children learn oral texts as part of our Talk for Writing programme helping them to internalise language patterns.
- A school wide vocabulary progression ensures children learn and use vocabulary across a range of domains.
- There are opportunities for language development through continuous provision e.g. small world play, role play, stage area.
- Language and play is scaffolded by an adult through interactions with the children in their play.
- Speech and Language intervention programs are implemented for those children needing bespoke teaching and advice from external speech therapists is swiftly acted upon.

Early Reading

- A daily phonics lesson is delivered to all children by trained staff.
- Reading books are phonically decodable and matched to children's phonic learning.
- Children read individually at least twice weekly in school
- Partnered reading (3xweekly) develops decoding, comprehension and fluency.
- Reading volunteers are welcomed into school, particularly to support those children who require extra support and practise.
- High quality text, above the children's reading level are read aloud daily; both core and enrichment texts are used. Text range from fiction, non-fiction and poetry.
- Reading for pleasure is promoted through: engaging reading areas in both the inside and outside classroom, weekly reading morning, e-books at home, world book day, classroom book collections, library, daily story time and mystery readers. Children also have the opportunity to take bedtime stories home to share with family.

Early Writing

- In the autumn term funky finger activities are accessed daily to develop children's gross and fine motor skills. Children also learn to write their name, practice handwriting patterns and are taught letter formation (linked to phonics- rhymes used).
- Daily segmenting is part of the Letters and Sounds phonics session.
- Children are taught to say, hold and write a sentence
- In the autumn term guided writing is linked to phonics and hence, to build confidence, children are only asked to write phonically decodable words/sentences.
- From spring term onwards there is still a focus on writing words which link to their phonics learning but children are also encouraged to begin to apply their phonic knowledge to other words. They are introduced to using a word bank for key words which are beyond their phonic knowledge.
- Our Talk for Writing (T4W) approach is used to support children's understanding of text structure, story language, sentence structure and vocabulary. All staff are trained in T4W.
- An EYFS writing checklist is displayed in each classroom and referred to for non-negotiables.
- Writing is modelled daily in either phonics, English or both.
- There are opportunities for writing across continuous provision with appropriate and varied writing tools available to children.

Early Maths

- Long and medium term plans have been developed to ensure coverage and deep understanding.
- Counting (including subitising), cardinality, comparison, composition and change are explored in depth.
- Children make progress through whole class, interactive inputs based on the CPA approach.
- A range of representations, apparatus and contexts are used and non-concepts are discussed to deepen understanding.
- Stem sentences are used so children talk in full sentences to explain their mathematical thinking.
- There are opportunities for mathematics learning both inside and outdoors.
- Half termly playful assessments, as well as daily formative assessment ensure all children make progress and gaps are identified and addressed quickly; children receive immediate intervention/ support after daily class input.

- Games are sent home to engage children and parents in mathematics at home.

Effective Pedagogy

- Effective pedagogy is a mix of different approaches; children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Children's learning is supported by opportunities for movement and action, creativity and imagination, independence and collaboration.
- There is time and space available for children to invent their own play with skilled adults judging when to join in and sensitively support, guide and extend children's learning.
- Rainbow challenges encourage consolidation of learning in play.
- Children also learn through guided and direct teaching e.g. phonics, partnered reading, mathematics, writing and handwriting.
- The level of guided/ direct teaching evolves over the year in response to the cohort and children's development.
- A carefully organized, rich and stimulating enabling environments, both inside and out, allow for high-quality play and learning. The environment evolves over the year in response to children's development and interests.

Self-regulation and executive function

- Our school values promote respect, kindness, resilience and positivity and are embedded across our school and our EYFS setting.
- Jigsaw lessons ensure children celebrate and respect difference
- Zones of Regulation support children in becoming self-regulating, equipping children with the language to talk about their feelings and actions,
- Our behaviour system supports children in learning how their behaviour can affect others.
- The characteristics of effective learning (COEL) are embedded and promoted across the curriculum, allowing children to explore, plan and adapt what they do, bounce back from difficulties and focus their attention and thinking.
- P4C provides perfect opportunities to develop critical thinking, creative thinking, caring thinking and collaborative thinking.
- Open ended resources are a key way of ensuring engagement, motivation and critical thinking.

Purposeful, accurate assessment

Baseline – to establish starting points for each child

- The statutory Reception Baseline Assessment is completed
- Teacher's engage with preschools/ parents prior to the child starting school.
- The SENCo has involvement with preschools/ parents prior to SEND child starting at school
- Bespoke Katherine Semar baseline assessments are used to ensure teaching is tailored to the needs of the children

Formative Assessment

- Ongoing assessment is an integral part of the learning and development process.
- Strong knowledge of child development enables adults to move children's learning on effectively.
- During guided/ direct teaching the adults are continually making observations and giving instant verbal feedback
- When supporting children's play we judge when to step in and move the play forward and when to stand back and observe, being careful not to dominate play whilst also supporting the child to make progress and learn. We call this 'Responding in the Moment' (RIM) as we move the child's learning forward in that very moment (if appropriate), addressing next steps instantly.
- In their interactions with children, adults respond to their own day-to-day observations about children's progress and observations that parents and carers share.
- Formative assessments of significant learning episodes in provision (remarkable moments) are evidenced with a short, written/photographic observation.
- One child per class per day is a focus for both the class teacher and teaching assistant across the curriculum and provision. The adult's primary aim is to interact with the focus child in their playing and learning, only making a short written/ pictorial observation of any significant learning episodes. Importantly the focus child is discussed at end of day to address any ways in which the child may need to be supported or challenged.
- Parents of focus children receive a form asking for information about the child's current interests, experiences and home life etc. This sharing of opinions, experiences and information feeds into our provision, helping to secure a good level of learning and development and allowing a strong parental voice in the child's profile.
- Specific, tailored observations are completed if deemed necessary.
- Parents can share 'remarkable moments' at any time via our online journal.

Summative Assessment

- Half termly individual phonics assessment, maths assessment and unaided writing are completed by all children.
- A class phonics and reading book tracker is maintained.
- Each half term, judgments are entered onto MAPP for all areas of learning, based on formative/summative assessments. Children are 'on track' if they are 'keeping up' with the curriculum being taught. These judgements are moderated internally between EY teachers.
- At the end of the year the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Moderation

- Internal moderation of judgements between EY staff each half term.
- External moderation of writing and another area of learning with other schools

Positive and respectful relationships

Parents and Carers

- The induction process ensures parents are familiar with our school even before they officially start. The induction process includes a parent meeting, stay and play sessions, a class visit and a 1:1 meeting between the class teacher.
- Phonics parent workshop in the autumn term and further information videos and leaflets throughout the year.
- Online learning journey to which the parents are actively encouraged to contribute. Staff also upload observations of significant learning and post pictures and videos of current class activities for the parents to talk about with their child.
- A weekly and termly home learning letter is produced to help parents support their child's learning at home.
- Two parent consultation evenings throughout the year.
- At the end of the year the EYFS Profile is completed for each child. The Profile provides parents and carers, with a summary of their child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.
- Reading morning every Friday when the parents are invited to come into school and read with their child. Parents are also invited to be a 'mystery reader.'
- Many events throughout the year to which the parents are invited; class assembly, sports day, Mayday, Mother's day etc
- We operate an open door policy

Wider Community

- Strong relationships have been established with local preschools.
- Early Years staff visit all children in their current pre-school setting and speak to their key worker.
- One of our local nurseries come to school and have P.E with our sports coach.
- One of the local nurseries has lunch in our food hall throughout the year.
- Our SENco visits to support the transition of children with additional needs.
- We welcome visits from other reception class teachers when we can share effective practice.
- We value support from outside agencies e.g. speech therapy.

OUR MONITORING – How will we monitor the effectiveness of our EYFS policy?

Katherine Semar we believe that the most effective way to monitor the impact of our Early Years policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in Early Years:

Lesson Observations and Learning Walks

- Senior leaders and subject co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

MAPP (Mapping attainment and progress for pupils)

- We use MAPP to assess children's progress against the expectations of our Early Years INSPIRE curriculum.
- Children not on track for ELG are identified each half term and appropriate provision put in place to ensure progress is accelerated and gaps closed.
- Each term the EYFS Lead analyses the data in terms of GLD and micro groups to identify any patterns which may need addressing.

Work Scrutinies

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

Governor Visits

- As part of the Governors' Monitoring, Evaluation and Review cycle, the lead governor for EYFS makes visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussion with the EYFS Lead, meetings with pupils, work scrutinies and EYFS leader reports.

Pupil interviews

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of Early Years at our school and their feedback actively informs our school development a plan.

Parent Feedback

- Parents and Carers are encouraged to complete a questionnaire regarding their views on the induction process. This feedback actively informs our school development plan.

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