



Grampound with Creed
Early Years Foundation Policy

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Aims

This policy aims:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development
- To encourage children to develop independence within a loving, secure and friendly atmosphere
- To support children in building relationships through the development of social skills such as cooperation and sharing
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals
- To develop close partnership working between practitioners and with parents and/or carers
- To ensure every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. 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.

4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). This document also complies with our funding agreement and articles of association.

Structure of the EYFS

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself. At Grampound with Creed, we cater to children from 3 - 4 years of age and nursery pupils are taught within the same classroom as reception-aged pupils. We offer nursery provision between the hours of 8:30 - 15.00. We also offer Breakfast Club daily 08.00 - 08.30 and Wraparound Care 3.00 - 17.00.

Curriculum

Our early years setting follows the curriculum as outlined in the EYFS Early Adopters Framework 2020. This 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

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The class teacher plan to ensure an enriched continuous provision alongside activities within the classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

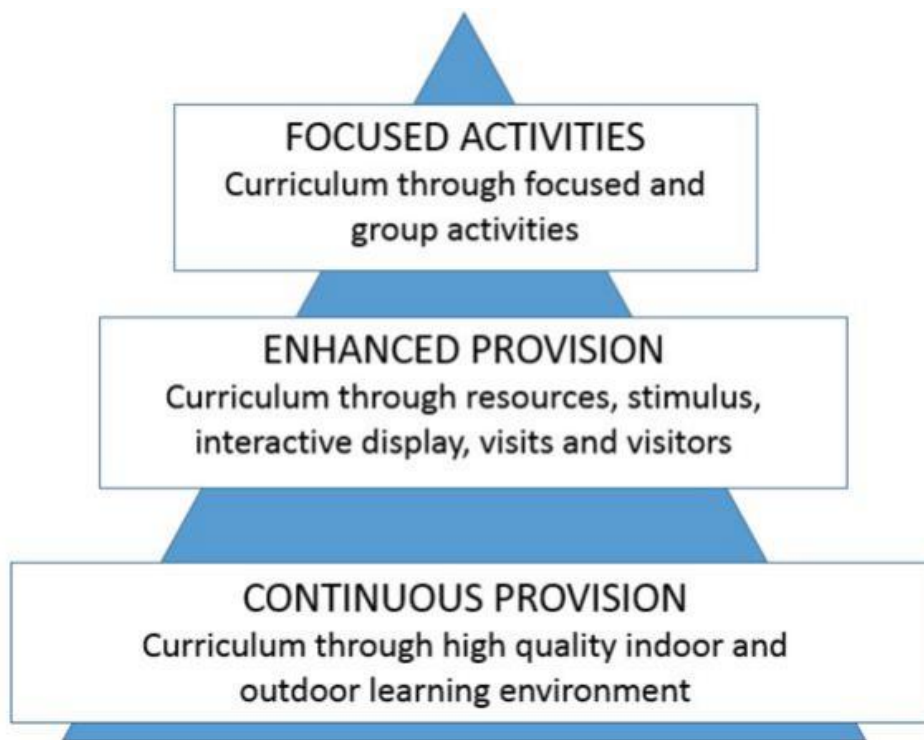
The three characteristics are:

- 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.

Teaching

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. The model below represents the EYFS practise at Grampound with Creed.



Focused Activities

We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, music and movement and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, healthy living, learning and practising key vocabulary to ensure our children have a love of books and will leave the EYFS with a bank of stories they know well.

Enhanced Provision

As well as focused teaching sessions, the provision for each child is enhanced through the use of resources and stimuli. These may relate to the topic or story they are studying, such as growing their own plants. They may also be chosen in response to something going on in the world around them, such as melting a pot of ice gathered on a winter's morning. This experience could be delivered to a small group who have shown a particular interest in a subject or phenomenon. Visits and out of school experiences are at the heart of the experiences that we provide. Alongside these experiences, people often come into the school/nursery to visit the children and discuss their profession, talent or interesting life history.

Continuous Provision

High quality indoor and outdoor provision is at the heart of the education that the children receive during their Foundation year. Areas are set up for children to explore during continuous provision. High quality resources are used, both inside and outside, for children to build their own learning experiences. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction. During continuous provision, adults facilitate high-quality play and interactions through the teaching of vocabulary and scaffolding, asking questions and posing ideas to extend children's learning. The levels at which the children are working (in relation to the EYFS profile) can be assessed during this time.

The Role of the Adult

Interactions (ensuring my turn, your turn, guided practice and independent practice)	Stories, Rhymes and Songs
Talk about what a child is doing (e.g. commenting, questioning, narrating)	Reading to children - stories, poems, non-fiction (with no distractions or background noise)
Recasting (repeating with accurate grammar or correct pronunciation)	Discussing what has been read, introducing new vocabulary, asking questions to check children's understanding)
Giving processing time when a question is posed (allowing the child to think without overtalking)	Encouraging children to join in with known stories, rhymes and songs

Teaching new vocabulary e.g. using objects or photographs, making links with previous learning	Encourage children to use new language structures in different contexts e.g. use phrases from stories when retelling a story in play
Modelling language that promote thinking (I wonder...)	Provide opportunities for children to use new vocabulary from stories in different contexts (puppets, storytelling, role play)
Checking a child's understanding e.g. questioning, asking them to point to a picture, giving instructions to follow	
Being proactive about communication with children who may choose to communicate less	
Encouraging back and forth interactions	
Modelling talk routines e.g. good morning, how are you?	

Outdoor Learning Environments

Throughout the school day pupils have regular access to our outdoor learning environments. These areas can be accessed from all early years classrooms and include continuous provision resources that can be used by all pupils. Our outdoor areas include a sand pit, flowing water, a mud kitchen and a range of climbing and cycling equipment.



Assessment

At Grampound with Creed, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Nursery progress check

On entry to Nursery we carry out baseline assessments for each child. These informal observations allow us to identify each child's strengths and areas for development and plan teaching accordingly.

Reception Baseline Assessment

During the first few weeks of each child's time in Reception, they will undertake the 'Reception Baseline Assessment.' These short task-based literacy and mathematical activities provide teachers with a snapshot of where each child is when they arrive at school.

EYFS profile

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.

Throughout the Early Years the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected'. This information is also communicated to parents and carers in the Reception child's report and can be discussed in the final Parents' Evening in Reception.

Use of Class Dojo

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual portfolio of work and electronic database (Tapestry). Next steps in learning for individuals and groups are discussed by the EYFS team in informal meetings after school each day and in the weekly planning meetings; they inform planning for the next day and week ahead. Staff have their own iPod or iPad which is used to capture and note observations and next steps for learning. Parents have access to the portfolios which are stored online and are encouraged to contribute.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and carers. Below are many of the ways in which we involve parents in their child's learning and development:

New starter parent consultations	'All about me' booklet completed on entry	Class dojo updates	Written reports
Subject workshops e.g. early reading	Facebook posts	Emails and text messages	Parental consultations and informal discussion at pick up and drop off

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. We acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings when this occurs. Parents are invited to attend workshops led by teachers and subject leaders. These will inform parents of activities and resources that they can use to support their child further at home. Once a child has been given a place in reception, their parents or carers will be invited to meet with the child's new teacher to learn more about the child and their family. We believe in celebrating success and we always give feedback to parents when their child has achieved a milestone at school.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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