



Grayshott CE Primary School

Early Years Foundation Stage Policy

Statutory Policy

**Approved at Curriculum and Standards Committee
2 October 2024**

**Review date:
Autumn 2025**

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Early Years Foundation Stage Policy

Our school vision is to inspire our students to be resilient, confident and open-minded through exceptional teaching in a caring school community.

We aim to be an exceptional school by following this vision.

'Acorns to Mighty Oaks'

We are acorns growing to mighty oaks.

Our roots are in Christian teachings and in a loving, supportive village and church family.

Our branches are strong moral character and a love of learning.

Our fruit will be fulfilling lives that make a positive difference in the world.

“They will be called the oaks of righteousness.” Isaiah 61: v1-3

EYFS Curriculum Statement

At Grayshott we believe that Early Years education should be engaging; it should stimulate a child's creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. We aim to provide a safe, secure and nurturing learning environment which allows young children to develop and thrive. Our Early Years Foundation Stage (EYFS) curriculum meets the requirements of the statutory framework for the Early Years Foundation Stage (2023).

The EYFS seeks to provide:

- *Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.*
- *A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.*
- *Partnership working between practitioners and with parents and/or carers.*
- *Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.*

Statutory framework for EYFS (2023)

Here at Grayshott, children are given the opportunity to investigate, explore and learn through practical, structured and free play activities. These activities respond to each child's individual needs and interests. We also encourage children to take on a 'daily challenge' and this will be linked to one of the prime focus areas of

learning. Children are encouraged to be independent and we have many areas and activities where they can self-select materials and equipment. Through such child-initiated play, children learn the key 'characteristics of effective learning', which include:

- being willing to have a go;
- being involved and concentrating;
- having their own ideas;
- choosing ways to do things;
- finding new ways; and
- enjoying achieving what they set out to do.

Activities and learning experiences are carefully planned around the seven areas of learning and development that shape our curriculum:

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy development** most writing will be taught through high quality children's books and involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematical development** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Each academic year we write personalised termly targets for the class. These will be developed by observing and knowing the cohort. This will have an impact on our weekly planning. Each day we will have a focus. The morning carpet session and adult focus will have an objective based on this focus. Children will know what the daily focus is and the independent activities and challenges that support and compliment it. Often, we will plan provision based on what children have learned the previous week or what children have been showing an interest in. Our Reading focus day will be Book Talk for whole class based on a high-quality text. Both class

teacher and LSA will then hear children read on a 1:1 basis. We expect children to be read to and read with at home every day. Children will visit the school library on this day with their Reading Buddy (from Year 3). And choose a Browsing book.

A usual day in our Early Years classroom will involve a balance of child-initiated and adult-led time. The adults will teach daily phonics and afternoons will involve a mini mathematics meeting sessions every day along with time given to teach reading, writing and mathematics in small groups and on a 1-to-1 basis. Each day the adults will have a different 'focus' based on one of the prime areas and the carpet session will follow the same theme.

Progression in the EYFS is tracked through both formal and informal observations. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities and demonstrate their specific knowledge, skills and understanding. These observations are then mapped against the Development Matters handbook (2012). This ongoing, continual assessment process feeds into our daily and weekly planning ensuring that learning is pitched at the right level for all children to make progress. We use 'Tapestry' online learning journals to record our observations and capture those magical moments when a child discovers something for the first time. Parents can also record their child's progress using Tapestry, which enables us to have a cohesive picture of the children's development. At the end of the year, the children's development is matched against the Early Learning Goals and is graded as Emerging or Expected. A written report is given to parents providing detail of their child's attainment against the Early Learning Goals.

Curriculum

Our topics in EYFS will be inspired and created by two things; High Quality Children's Books and the children's own interests. The books will be updated on a yearly basis as we try to use the Kate Greenaway nominees and books that reflect our current cohort. Living in a small village we want to expose children to diversity of both people and places through the use of books.