



SUMMERHILL INFANT SCHOOL



Inspiring, nurturing and supporting each child, every day to develop citizens for the future. Our School lays the foundation for a lifetime love of learning

EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

Document Summary

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Amendment History

Version	Amendment Date	Pg Num	Amendment Summary

Introduction

This policy has regard for the Safeguarding duty placed on Summerhill Infant School to protect the safety and mental and physical well-being of all pupils and Staff and should be read in line with our Equalities Policy.

The Early Years Foundation Stage extends from birth to the end of the Reception Year. Entry into our Infant School is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Reception year is the last year of the Early Years Foundation stage. The Early Years Foundation stage is based on 4 overarching principles:

- The Unique child, an understanding that each child is unique and constantly learning and developing. That each child is building their confidence, resilience and self-esteem.
- Positive Relationships, children learn to be independent through positive relationships with the adults in the class.
- Enabling environments, children learn well in safe, stimulating classrooms, with adults that teach and support them, responding to individual needs and interests



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- Learning and Development, understanding that children learn and develop at different rates

Learning for young children goes on everywhere, not just in planned activities. Everyday activities such as having a snack and washing hands provide opportunities to develop learning. The Early Years Foundation Stage curriculum cannot, therefore, be organised into neatly packaged sections: Opportunities for learning exists everywhere. The early years education we offer our children is based on the following seven features of effective early years practice.

1) The best for every child: we provide an inclusive curriculum ensuring every child has access to the teaching and learning.

2) High quality care: the child's experience is central

3) A well-planned curriculum: we plan the curriculum based on what we want the children to learn. The learning is carefully sequenced and based on termly topics. We write medium term and then weekly plans. We are flexible in our approach which enables us to follow the interests of the children.

4) Pedagogy: ways in which we support learning (based on Principles into Practice by Julien Grenier)

- creating a rich and stimulating environment, indoors and outside, so that children can choose their own play and activities
- joining in with children's play when appropriate, and sensitively introducing challenges and new ideas
- setting challenges for children in a sensitive way and allowing them to find their own solutions to problems
- showing children how to do things (modelling) and explaining how to do things
- encouraging children to collaborate and learn from each other
- guiding children's learning in a playful way
- discussing ideas with children, using skilful questioning and challenging their thinking to help them clarify their understanding of ideas
- commenting on what children are doing
- directly teaching children a new skill, concept or an important piece of information



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- using ICT to support children's learning, using the approaches set out above

5) Assessment: Assessments are accurate and useful. Adults are clear about what the children can do and their next steps. Assessments and collecting evidence do not take the adults away from interacting with the children.

Assessment Points

Term 1 – Statutory Reception Baseline Assessment and our own judgements

Term 3 – Midpoint, all areas of learning

Term 6 - Final Data and ELG judgements

6) Self-Regulation: children are encouraged to hold information in their mind, focus their attention, think flexibly and limit impulsive behaviour

7) Partnership with parents: We believe that all Parents/Carers have an important role to play in the education of their child. We, therefore, recognise the role that Parents/Carers have played and their future role, in educating the children. We do this through:

- Talking to Parents/Carers about their child before their child starts in our school
- Opportunities given to the children to spend time with Staff before starting school
- Inviting all Parents/Carers to an induction meeting during the term before their child starts school
- Offering Parents/Carers regular opportunities to talk about their child's progress
- Encouraging Parents/Carers to talk to the child's Teacher if there are any concerns
- Having flexible admission arrangements and allowing time to discuss each child's circumstances
- Arranging an induction programme which involves children attending part-time initially, progressing to full time so that the Staff can welcome each child individually into our school
- Offering a range of activities, throughout the year, that encourage collaboration between Child, School and Parents/Carers
- Providing various activities that involve Parents/Carers e.g. sing- along sessions, curriculum workshops and parent information meetings



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There are 3 formal meetings for Parents/Carers in the Autumn (x2) and Spring terms, at which the Parent/Carers discuss the child's progress with the Teacher. Parents/Carers receive a report on their child's attainment and progress at the end of each school year.

The importance of Play at the Early Years Foundation Stage

'Well planned play, both indoors and outdoors is a key way in which young children learn with enjoyment and challenge'

One of the most important ways in which children in the Foundation Stage acquire new skills, knowledge and understanding is through play. Children learn through a variety of structured and child-initiated play activities and experiences which encourage the development of literary, mathematical, social, physical, and creative skills.

When children have the opportunity to choose activities, they become responsible for their own learning. Appropriate intervention by skilled adults enables learning to move on. Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Children at Summerhill Infants need a safe space in which to play, time in which to play and adults who understand play is learning in action and never a waste of time. We, therefore, ensure that there is a balance between child initiated and adult led learning.

The children have opportunities to explore activities outside in our canopy area which serves as an outdoor classroom. Here we provide continuous provision for the children to explore. The continuous provision is enhanced to encourage specific learning and vocabulary from our topics. Children also have opportunities for play during playtimes in our playground and on the trailblazer.

Inclusion at the Early Years Foundation Stage

In the EYFS, we set realistic and challenging expectations specific to the needs of our children. We help them do this by planning to meet the needs of both boys and girls, of children with Special Educational Needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups and of those from diverse linguistic backgrounds.

We met the needs of all our children through:



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- Planning opportunities that build on and extend the children's knowledge, experience and interests and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Using resources that reflect diversity and that avoid discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and providing support (such as Speech Therapy) as necessary

The Early Years Foundation Stage Curriculum

At Summerhill Infant School we have planned an exciting curriculum based on topics of interest across the year, covering and building upon the seven areas of learning:

- Communication and language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Maths
- Understanding the World
- Creative Development

The Characteristics of Effective Teaching and Learning.

The Characteristics of Effective Teaching and Learning and the prime and specific

Areas of Learning and Development are all interconnected



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The Characteristics of Effective Teaching and Learning are the ways in which children engage with other people and their environment – playing and exploring, active learning and creating and thinking critically. They underpin learning and development across all areas and support children to remain effective and motivated learners.

Monitoring and Review

This Policy is monitored by the Governing Body and will be reviewed in two years, or earlier if necessary.



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Appendix 1

Intent, implementation and impact of the EYFS

Intent:

At Summerhill we aim to provide a stimulating and exciting curriculum based on first-hand experiences, enabling the children to learn, to remember and to develop their vocabulary. We encourage children to build their self-regulation skills and aim to introduce positive learning behaviours: listening, participation and collaboration, perseverance and resilience, completion, presentation and organisation. We recognise that all children are unique therefore we adapt our curriculum each year based on the interests and needs of the current cohort. We build on prior knowledge, sequentially, towards the endpoint of the EYFS curriculum, the Early Learning Goals. The characteristics of Effective Teaching and Learning are the bedrock of the curriculum.

Objectives

- To provide a welcoming environment for children and their families
- To ensure that all children feel included, secure, and valued
- To establish positive relationships with Parents/Carers
- To keep Parents/Carers well informed about the curriculum
- To build on what children already know and can do and to celebrate achievement
- To help children make links in their learning
- To stimulate positive attitudes and dispositions to learning
- To encourage independence
- To value children's interests, providing a balance of direct teaching and child-initiated activities
- To help children build friendships and learn to co-operate with each other
- To provide a solid foundation in the three prime areas and four specific areas of learning through well planned, rich, and stimulating experiences
- To make careful observations to support and extend children's learning appropriately



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- To ensure that children with Special Educational Needs are identified and receive appropriate support

Implementation

Our curriculum is based on the EYFS statutory framework and uses the development matters 2022 document and birth to 5 matters for guidance. We have carefully planned the curriculum for breadth and progression. Through our knowledge of the children, using formative assessment, we plan exciting, stimulation activities based as much as possible on first-hand experiences. The environment is enabling and rich in vocabulary. Learning is guided through direct teaching, small group work, modelling, sustained shared thinking and questioning. The children learn by playing and exploring both inside and outside in our covered canopy area or in the playground space.

Our school follows the Read Write Inc phonics programme. Phonics is taught daily, children also read each week in class and take home a book directly matched to their phonics skills. Children are assessed regularly in phonics. Maths is taught daily based on the Maths Mastering Number Curriculum.

We plan interventions for those children not on track to meet age related expectations by the end of the year. These take place in the provision and are planned to meet the needs of each child. We have regular team meetings to review the learning and adapt the planning for next steps.

The adults develop positive relationships with the children ensuring that the Reception is a happy, caring, nurturing environment.

Impact

Children have high levels of well-being and are deeply involved in their learning. Children transition into Year 1 ready to begin their new key stage. Children make very good progress from their starting points and we set aspirational targets for a Good level of development for each cohort. We monitor and evaluate our own practice each year through the completion of the Bristol Standard -a self-evaluation document for the Early Years.