



EYFS Learning and Teaching Policy



EYFS Vision & Values Statement

Across Inspire Early Years Foundation Stage (EYFS), we provide children with opportunities to access a broad and balanced curriculum, that ensures they acquire the skills and knowledge needed to make at least good progress throughout their time with us. The Early Years curriculum is creative, inspiring and captures individual interests to cater for all abilities, ensuring achievement and excellence for all. Our learning environments reflect the child's voice and promotes purposeful independence and high levels of resilience, in our confident and motivated children. As a result of this, rapid and sustained progress is evident throughout EYFS ensuring all children reach their full potential.

Clear communication and trusting partnerships with parents ensure that children are at the heart of everything we do, through challenge and embedding skills to prepare them for lifelong learning.

Rationale

At Inspire, we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating, purposeful and challenging learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, governors and other professionals to ensure every child is included and supported to reach their full potential.

Well-Being

Well-being focuses on the extent to which children feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health. The children's well-being is of upmost importance and we strive for all children to have extremely high levels of involvement and well-being.

Curriculum Aims and Principles

At Farringdon, our Early Years settings follow the curriculum as outlined in the 2021 Statutory Framework of the Early Years Foundation Stage (EYFS). The EYFS principles, which guide the effective work of all practitioners are grouped into the three Characteristics of Effective Learning. These characteristics are an essential component towards children becoming confident, independent and self-regulated learners.

These are:

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

Our curriculum and planning are centred around the above characteristics of effective learning and are both tailored to meet the individual needs and interests of all children. Staff in the early years plan activities that enable children to make links between real life, personal experiences and new learning, across a wide range of contexts. Emphasis is placed upon the importance of allowing children to revisit, practise and apply new skills within a broad range of situations. Staff are reflective in their practice and consistency evaluate the effectiveness of both the indoor and outdoor provisions.

Within the Early Years Framework, there are 7 areas of learning and development, these are divided into Prime and Specific areas of learning.

The 3 Prime areas of learning are:

1. Communication and Language
2. Personal, social and emotional development
3. Physical development

The 4 Specific areas of learning are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

The above areas of learning are not discrete subjects, but are planned for in a holistic cross curricular topic approach, making links throughout all areas of learning.

Staff Development and Support

Across the Inspire trust, all EYFS staff attend regular meetings, working as a team to develop key documents, principles and values. As a result of this CPD is tailored to meet the needs of the staff in relation to the current cohort of children. Regular cycles of coaching take place termly to support personalised targets and ensure we have reflective practitioners.

Involving Parents

Inspire Trust recognises that children learn best when there are strong home school links. To support

with building relationships between class teachers, teaching assistants, parents and carers the following is in place:

- New parent meeting prior to the children starting at our school.
- A home visit before or as the child starts the setting.
- A series of family activity sessions throughout the year to inform and work with parents on how children learn.
- Parents are invited into school each morning to support their child with a self-registration name writing activity.
- Parents meetings where parents can meet individually with EYFS staff to discuss their child's development.
- Half termly curriculum newsletters to inform parents of topics and learning.
- An end of year report to parents, commenting on progress and Characteristics of Effective Learning.
- We promote an open-door policy to ensure effective communication between staff and parents.

Assessment and Record Keeping

Children in EYFS are assessed in the form of:

- The statutory Reception Baseline Assessment (RBA). This is a short and simple test which is delivered 1:1 by the reception teacher or teaching assistant, within the first 6 weeks of the child beginning school. The aim of this assessment is to measure the child's early maths, literacy and communication and language skills.
- A holistic baseline, observing how the child plays and interacts with peers and adults
- Curricular Goals
- Wow moments, where a child demonstrates or shows an understanding a new skill independently
- Learning journeys
- Key Group Floor Books
- Whole Class Curriculum Floor Book
- Photographs and Captions
- Parents/carers contribution

Children have individual learning journals to document their progress over the year. In addition to this Reception children have Phonics, Literacy and Maths books to record outcomes from focused activities. The expectation of outcomes is one per week for both Phonics and Maths, starting in the Autumn term with Literacy outcomes starting in the Spring term. All outcomes increase to two per week in the Summer term.

Displays in EYFS are an integral part of reflecting upon current practice, topics and interests covered. They demonstrate current attainment and show progression over the terms. A half termly 'Learning Journey' display is compiled to demonstrate the children's achievements and independent evidence of current attainment, as well as first hand experiences and focused areas of learning from key group sessions.

Monitoring and Evaluation

Monitoring of the Foundation Stage includes:

- Lesson observations of teaching staff to ensure effective teaching and learning and provide appropriate support if necessary.
- Annual action plans to identify key areas of development within the Foundation Stage, which

is monitored and reviewed regularly.

- Children's progress is monitored termly through individual tracking sheets.
- Teachers are accountable for children's progress and attainment and are expected to produce termly class reports to identify key priorities.
- Weekly 'Working and Planning Scrutinies' monitors planning and children's outcomes to ensure coverage and progress.
- Internal and cross trust moderation is carried out termly to ensure accurate judgements are consistent.