



**NEWPORT**  
COMMUNITY  
SCHOOL  
PRIMARY  
ACADEMY

# EYFS Policy

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## Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy aims to ensure:

- all statutory requirements of the [2021 Statutory Framework for the Early Years Foundation Stage](#) are met
- quality and consistency in EYFS provision
- a partnership between practitioners and parents/carers
- that children access a broad and balanced curriculum which meets individual needs

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy the term 'setting' refers to the Early Years educational provision at Newport Community School Primary Academy. This is available to children who enter school in the term they turn 3 in to our Nursery through to Reception.

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

### Our whole school aims are to:

- ensure all children enjoy achieving their potential
- support the development of the whole child
- raise aspirations for all pupils to achieve high outcomes in their learning from their starting point
- develop children's understanding of the world and their contribution to it
- prepare children for their next stage of learning

### Principles of Early Year Education

The Early Years Foundation Stage brings together children's welfare, learning and development requirements through four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments with Teaching and Support from Adults
- Learning and Development

### The Early Years Foundation Stage Areas of Learning

The EYFS 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

At NCSPA we provide a carefully structured curriculum based on the 'Early Years Foundation Stage'. We offer provision which takes account of the differing starting points of the children in the Early Years across the seven areas of learning

### **The Newport Early Years Foundation Stage Curriculum**

The Newport subject progression statements provide a progression from Nursery through to the end of Reception. Children are provided with activities and experiences that allow them to achieve their full developmental potential. Activities are designed to challenge and extend their skills and knowledge.

The curriculum is based around Prime and Specific areas of learning and delivered through a language led approach, where the three prime areas underpin all of a child's learning experiences.

The teaching within the Early Years takes into account the 'Characteristics of learning' of individual learners to ensure that they are supported and taught in ways that suit them best.

The seven areas of learning support, foster, promote and develop children's well-being and development.

### **Communication and Language**

'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.'

*Communication and Language Educational Programme – Statutory Framework September 2021*

At Newport Community School Primary Academy, we expect that every child will leave the Early Years with a wide range of vocabulary, the ability to interact with both their peers and adults and will be able to enunciate sounds at an age-appropriate level.

We achieve this through:

- A language-centred curriculum built around research and pedagogy to meet the needs for all of our children
- A spiral curriculum based on Bjork's research on spacing and interleaving
- Use of Blank Language Levels to inform the pitch of adult-child interactions and questioning level
- Robust assessment systems which all have a formative value
- Spine of key texts which link to concepts taught through the language led learning approach
- Broadening the children's cultural capital through experiences that develop their understanding of the world and their place within it
- Intellectual progression layered across the curriculum
- Learning environment and provision linked to the language-centred curriculum to provide greater impact through adult-child interactions
- Ensuring that the concepts taught to children include high aspirations from their individual starting points and prepare them for their next stage of learning
- Supporting parents to understand how to best support their child's vocabulary and language development through weekly updates

In order to function in society, one must learn the rules and structures of the language system. One structure of language that helps a **child** to become more specific in their understanding and use of language is the knowledge of concepts.

Concepts are the "big ideas" that children learn as they engage in a range of experiences. Concepts help a child to understand about direction, location, position, number, quantity, sequence, attributes, dimension, size and similarities and differences.

### Physical Development

Physical development is vital in children's all-round development enabling them to pursue happy, healthy and active lives. Children will develop the skills of co-ordination, control, manipulation and movement both in fine motor and gross motor movement.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

### **Personal, Social and Emotional Development**

Personal, Social and Emotional Development is crucial for all aspects of life and is fundamental to cognitive development which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of self and respect for others. This links with our school ethos value of Respect.

Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10 including 0, the relationships between them and the patterns within those numbers. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics.

### **Understanding of the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them (cultural capital). Through listening to a broad selection of stories, children will enrich and widen their vocabulary thus supporting later reading comprehension. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## Active Learning through Play

At NCSPA we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

We recognise the importance of children's play as an essential and rich part of the learning process in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language through leading their own learning.

Our Early Years education is as practical as possible and our EYFS setting has an ethos of learning through play.

## Statutory Assessment

The Reception Baseline Assessment (RBA) is carried out during the children's first six weeks upon entering Reception. The RBA is a short, interactive assessment. Although the assessment is not timed, it has been designed to take around 20 minutes. The EYFSP and RBA are enforced by the same legislation, however they are distinct and serve different purposes. There will be no interaction between the two assessments in practice.

At the end of Reception, teachers will complete the EYFS profile. In this, pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels ('emerging')
- Meeting expected levels of development

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## Learning Environment and Teaching Approaches

### Concepts

We have identified a list of key concepts and have created a list of age-appropriate vocabulary for each concept. Each week our planning is based around the language for one of these key

concepts. The texts, provision and enhancements are planned to enable frequent modelling and use of the concept language through high quality interactions and planned teaching opportunities.

Concepts are revisited each term to support children's language development by building upon the prior understanding and experience of the concept language covered previously. In Reception, the children begin the year with our LLL approach. This provides a hook back for children who have attended our Nursery. For children who have not previously attended our nursery and learned through a language led curriculum, it provides the vital base for the following Reception curriculum to build upon. The subsequent Reception curriculum has clearly defined progression of knowledge, skills and vocabulary in each of 7 areas of learning. We focus on key concepts and weave the intellectual progression of similarities and differences throughout the curriculum. It also provides the building blocks for Year 1 and beyond. Long, medium and short term planning provide evidence of the above but also provide flexibility within the curriculum to adapt according to the needs of individuals and the class. Planning is adapted based on each child's ongoing formative assessment. The progressive curriculum has clear end points and assessment points at key points across the year which form the basis of adaptations.

## **Curriculum**

Within the Nursery, the children will take part in short adult led sessions of phonics and maths inputs, as well as looking at books that link to our concepts. These short activities are designed to be engaging and often take the form of games or rhymes/songs that the children can join in with.

In Reception, the focus on phonics is more apparent and the children build up the length of these sessions over the year, following the Little Wandle programme. They have literacy and maths inputs as well as weekly inputs for other curriculum subjects. As we go through the year, the children will also take part in literacy and maths guided groups with an adult. In the Autumn term, Reception begin by following the Language Led curriculum. They then progress to follow half termly topics that provide a transition into the KS1 curriculum. Links are made within this curriculum to the concepts that they have learnt to provide continual hook back for the children, strengthening their understanding further.

## **Adult led and child-initiated play**

We plan a balance between children having time and space to engage in their own child-initiated play and activities which are planned by the adults. During children's play, staff interact to stretch and challenge children further. Phonics is prioritised and children will have a phonics session with their teacher each day. In Reception, there is a gradual shift during the year towards a greater proportion of adult led activities to prepare for more formal learning in Key Stage 1. However, we recognise that at this early stage of learning and development play-based learning should be made available for all children throughout all of the Reception Year.

## **Outdoor environment**

At Newport, we believe that all children have the right to experience and enjoy the essential and special nature of being outdoors. Furthermore, children thrive and

their minds and bodies develop best when they have access to stimulating outdoor environments for learning through play and real experiences.

Our outdoor environment is provided for children in Nursery and Reception as an extension of the classroom. In Nursery, the children have free access to the outside for the majority of the day, including a covered outdoor classroom. In Reception, they have access to an area with a canopy that can be utilised all year round. A garden area is timetabled for all of EYFS to access and all children will have regular access to our Go Wild outdoor learning environment. The school provide puddle suits and wellington boots to all children in EYFS.

### **Assessment at Newport**

At Newport, we assess the children to ensure that we are able to support their continued progress. The teachers in EYFS take part in termly Cohort Keep-Up meetings that allow the Phase Leader to support teachers in delivering the right provision for each child to make an appropriate level of progress as they move through the Phase.

### **Language assessments and targeted support**

In nursery, we assess children's language using the progression tools from the communication trust. These assessments are used with 3 year olds if it is felt they are showing a need for extra support. All 4 year olds will be assessed in nursery by the end of the summer term, all children leaving nursery should ultimately have had an assessment and targeted support.

Moving into reception, support will be continued with those children who have already been identified. Children that are new to school will be assessed using the 4 year old tool as above. Any needs will be identified and appropriate support will be put in place.

Referrals and reports from previous settings/agencies will be used to support a child as advised.

Any child who hasn't had a referral will be referred to agencies if needed through the SPA (single point of access). This can only be completed with parental permission.

### **Parents as Partners**

At NCSPA we recognise the importance of establishing positive relationships with parents. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. Practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes).

Parents are kept informed of what is happening in the setting through regular emails, Seesaw updates and informal chats at the beginning and end of the session. In Reception, weekly home learning suggestions are sent out which includes activities to consolidate learning at home.



Nursery parents and carers are encouraged to share 'wow' moments on Seesaw so that these can be celebrated in school. Whole school newsletters are also sent home weekly.

Parents are invited into school for phonics workshops and year group induction meetings.

### Links with Pre School and other Nurseries

Working closely with Pre Schools and Nurseries in the locality is very important in aiding a smooth transition for parents and children and plays an important role in making children feel safe and secure in a new environment. At NCSPA we do this through visits to other settings, sharing of documents and telephone conversations to ensure a smooth transition for all children.

If a child has an identified SEND need, enhanced transition arrangements will be in place with the relevant professionals and agencies involved.

### Preparing for Key Stage 1

Transition opportunities-children, staff, parents:

Children will be given opportunities to meet their Year 1 teacher in the summer term as well as visiting classrooms, playgrounds and taking part in other aspects of whole school activity such as assemblies. Throughout the Reception year, teaching will become more structured moving from continuous provision to short periods of whole class teaching.

Year 1 staff will meet Reception children in their existing classrooms throughout the summer term and meet with Reception staff to discuss individual needs and progress ahead of starting Year 1. Where appropriate children will continue to work towards the ELG and this will be evident within Y1 planning.

Parents will be invited in to meet the class teachers early in the Autumn term where they will have an overview of the curriculum and the opportunity to ask any questions.

### Links to other policies

- Equality, Diversity and Equal Opportunities Policy
- Health and Safety Policy
- Trust Inclusion Policy
- Admissions Policy