



## Early Years Policy

<i>Review date</i>	Summer 2023
<i>Review period</i>	Annual by SLT
<i>Next Review date</i>	Summer 2024 (SLT & Governors)
<i>Policy type</i>	Non-Legislative
<i>Other related policies</i>	Curriculum Policy Relationships and Sex Education (RSE) Policy Online Safety Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (‘Statutory Framework for the Early Years Foundation Stage’ March 2021)

### Aims

The Early Years Foundation Stage (EYFS) covers the development of children from birth to the end of their Reception Year. The overarching aim of the EYFS is to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We follow the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; **children develop and learn in different ways and at different rates**.

All children will be taught the learning behaviours that will be the foundation required for them to succeed in their primary and secondary learning and beyond. In our early years setting these learning behaviours will be achieved through:-

- High expectations for learning;
- Clear routines and procedures that help build self-assurance for children;
- Purposeful and challenging experiences in an enabling environment;

- Inspiring teaching that will enable the children to display a thirst for knowledge and understanding and a love of learning;
- The formation of a strong partnership with parents/carers;
- An individualised approach to the pastoral care and needs of every child who is unique.
- Using assessment information to plan for progress across all areas of learning;

The Early Years learning phase must:

- Give the children security and confidence within an atmosphere of respect for others;
- Develop a strong sense of self and high levels of confidence for each child;
- Work in partnership with parents/carers to support the children's rapid development, physically, intellectually, emotionally and socially;
- Work in partnership with multi- agencies including the Early Years settings that children have transferred from;
- Build upon what the children already know and can do and extend their interests to encourage a positive attitude towards learning;
- Deliver the curriculum and develop basic skills using varied approaches and teaching methods with relevant and appropriate content that matches the different needs of young children;
- Encourage the children to learn for themselves by providing opportunities for them to engage in activities planned by the teacher, alongside those that they plan or initiate themselves;
- Allow time for the children to become engrossed, work in depth and complete activities;
- Enabling children to take appropriate risks and try new activities.

### **Curriculum**

The curriculum for the foundation stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Social skills
- Attention skills and persistence
- Physical development
- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

The curriculum is planned in accordance with DfE guidance in seven areas of learning. It is carefully designed to provide sequential learning opportunities appropriate to the development of young children and to ensure children can meet the learning goals by the end of the Foundation Stage. The curriculum is planned in a way that ensures all children can access it with careful consideration given to especially children who have EAL, SEND, who are disadvantaged or are lower or higher attaining.

### **The Areas of Learning are:**

- Communication and Language (Listening, attention and understanding & Speaking)
- Personal, Social and Emotional Development (Self-Regulation, Managing Self & Building Relationships)
- Physical development (Gross Motor Skills & Fine Motor Skills)
- Literacy (Comprehension, Word Reading & Writing)
- Mathematics (Number & Numerical Pattern)
- Understanding of The World (Past and Present, People, Culture and Communities & The Natural World)

- Expressive Arts and Design (Creating with Materials & Being Imaginative and Expressive)

Children's emotional development will be fostered and promoted through experiences which enable them to:

- Feel valued
- Have opportunities to be independent
- Care for and empathise with others
- Develop self confidence

Children's personal and social development will be fostered and promoted through experiences which will enable them to:

- understand what is right, what is wrong and why
- interact, co-operate and collaborate with others
- take turns and negotiate
- take responsibility for their own actions
- experience adult support and attention
- identify clear goals
- value their own culture, religion, ethnicity and language and respect those of others
- challenge stereotypes – gender, newly arrived, asylum and refugee families or disability
- aspire to a clear set of rules

Children's intellectual development will be fostered and promoted through experiences which will enable them to:

- question, wonder, observe and talk with adults and other children
- act out real and imaginary situations
- set personal challenges and solve problems
- be supported by an adult who encourages independent learning
- engage when staff implement techniques such as "Listen, Think, Talk" and "Sustained Shared Thinking".

Children's physical development will be fostered and promoted through experiences which will enable them to:

- operate in sufficient space indoors and outside to move, play and be active
- gain control over their bodies
- practise gross and fine motor skills
- interact with sympathetic adults who are aware of their developing personal needs

### **Outdoor Education in the Early Years**

Opportunities to learn outdoors are essential for the development of all children. The outdoors offer experiences and provocations that cannot be replicated anywhere else. All strands of learning can be developed through both planned and child-initiated play. We will offer children a sustained time outdoors to play and develop their learning which is imperative for the vital development of the 'Characteristics of Effective Learning'. To ensure that this learning takes place all year round children need to have access to appropriate clothing such as wellington boots and waterproofs for inclement weather. Outdoor learning contributes to and promotes a positive response to personal health, safety and wellbeing. It helps children gain an awareness of the need for sustainable relationships between people and the environment and encourages the growth of self-esteem, cooperation with others and personal responsibility. Our outdoor area will:

- Give children the freedom to explore, use their senses and be physically active. Provide opportunities for large mark making and writing and include writing resources such as chalks, paintbrushes with water, pencils and clipboards. Reading opportunities in the forms of signs, labels and simple stories and sequences.

- Provide opportunities for mathematical development such as opportunities for counting natural objects, comparing of length and weight with real life objects such as sticks and stones. Be able to solve problems using mathematical knowledge and understanding.
- Include a quiet area for activities such as reading and observation.
- Provide opportunities for large scale construction and gross-motor development through sports equipment and other open-ended resources.
- Include an area for sensory mud/water play ideally a 'mud kitchen' with free access to water.

### **Inclusion/Equal Opportunities**

Children will be taught to respect the cultural and religious differences and abilities of all the children and their families and to recognise feelings involving other people. When appropriate, advice and guidance will be sought from outside agencies and professionals to support individual children. No child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. The staff will ensure that the work meets the abilities and aptitudes of the children, offering support and extension work as required. In the case of children with special needs or disability, reference must be made to the SEND Policy. All children will be given equal access to and are encouraged to participate in all curriculum activities.

### **Parents as Partners**

Parents are children's first and most enduring educators and we value the contribution they make. We do this by:

- gathering information from parents about their child as their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school;
- inviting all parents to an induction meeting during the term before their child starts school;
- encouraging parents to attend parents evenings in the first two terms to discuss their child's progress;
- providing parents with a written report on their child's attainment and progress at the end of each school year;
- sharing our approach to the teaching of phonics, reading and mathematics;
- inviting parents to a curriculum workshop where key information is explained;
- sharing our curriculum aims each term and providing some suggestions for parents to engage with at home;
- inviting parents to our 'Stay and Play' sessions.

Staff will develop good relationships with all children, interacting positively with them and taking time to listen to them. We encourage parents to talk to the child's teacher, if there are any concerns.

### **Admission**

All children must be offered full-time learning in the Early Years setting by the start of the second full week of the academy year in September. Home visits are an essential part of the transition period so that staff can fully understand the relationship between the child and the parent/carer and build on this aspect of the child's learning, as well as any pre-school experiences that the child has received. Staff will do home visits in pairs. The recommendation is that home visits be completed before the child starts at the academy; however, this is not always possible, so all home visits must have taken place by the beginning of the third full week in September.

### **Monitoring of Progress**

Baseline assessments across all areas of learning must be carried out by the end of September. The Griffin Primary School will judge typical achievement on entry as 'beginning Reception'. This will be based on evidence from the National Baseline Assessment, which is completed as soon as possible when children

start Reception. Assessment is an ongoing process and termly checkpoints give some reference points throughout the year. (See Appendix 1)

Ongoing assessments also occur in line with our chosen Phonics Programme. The progression and development of all the children will be monitored regularly and checkpoints will be reviewed by the Senior Leadership Team and shared with Governors every term.

## Appendix 1: Termly Checkpoints

Communication and Language	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
<b>Listening, Attention and Understanding</b>	Follows a series of instructions. Listens to stories and can recall the main events. Contributes sensible comments to discussions and conversations.	Listens carefully at story time and can retain what has been heard and recall key points. Responds to a series of instructions and responds to a range of questions. Contributes relevant comments in discussions.	Can switch attention from one task to another. Follows complex instructions. Responds to discussion with comments and questions. Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their tea
<b>Speaking</b>	Engages in conversation with adults and peers. Uses plurals and some tenses correctly. Can ask questions.	Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.	Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when

				appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
<b>Personal, Social and Emotional Development</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Self-regulation</b>	Can focus attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.	Can become engrossed in an activity and finds it difficult to switch attention to another task. Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Can focus attention in a whole class group for a teaching session, e.g. phonics. Is willing to keep trying if something is difficult or challenging	Can label and talk about own and others' emotions. Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Completes set challenges independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
<b>Managing Self</b>	Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.	Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School. Washes hands without reminders.	More confident to tackle new challenges and, if encouraged, will keep going. Follows school and class rules and can talk about their importance. Knows some ways	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>Building Relationships</b>	Can play with other children as part of a game or activity, without adult support. Can take turns and share	Is aware of the needs of others but can find it hard to let others take the lead. Interacts with a variety of	Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve	Work and play cooperatively and take turns with others. Form positive attachments to adults and

	sometimes with adult support. Makes new friends in the class, and talks to adults to share news or as part of an activity.	children and is building good relationships with adults and other children. Is able to identify when another child is upset and respond appropriately	disagreements. Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately.	friendships with peers. Show sensitivity to their own and others' needs.
<b>Physical Development</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Gross Motor Skills</b>	Has good coordination and balance when negotiating equipment and other people. Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil.	Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding. Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build.	Can throw, kick, pass and catch a large ball. Able to balance on and off equipment. Can jump safely from a piece of equipment.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<b>Fine Motor Skills</b>	Can use scissors to make snips and cut lines, holding scissors in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).	Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position. Is able to mould and shape clay with fingers and tools.	Sits at a table to write. Holds a pencil in a tripod grip. Uses scissors to cut around more complex shapes, e.g. split pin characters.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
<b>Literacy</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Comprehension</b>	Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book. Joins in with familiar rhymes and songs.	Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language.	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. Identifies non-fiction texts, remembering facts.	Show understanding of what has been read to them by retelling stories and narratives using their own words and recently taught vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



<b>Word Reading</b>	Can discriminate between sounds. Can keep a simple rhythm and match rhyming words. Is able to recognise own name. Can say the initial sound in a word. Can orally blend some simple consonant-vowel-consonant (cvc) words.	Can match Phase 2 graphemes and phonemes. Can blend and read Phase 2 cvc words. Can read Phase 2 captions. Can read Phase 2 tricky words	Reads books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read. Reads all Phase 2 and 3 tricky words. Says the sound for each Phase 2 and 3 grapheme.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<b>Writing</b>	Can say the initial sound in a word. Uses some recognisable letter shapes when writing own name. Can orally segment some simple cvc words.	Can segment and spell Phase 2 cvc words. Can match Phase 2 graphemes and phonemes. Writes cvc words and labels. Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters, e.g. for own name, Mum and Dad.	Writes some upper case letters correctly. Writes most lower case letters correctly using a tripod grip. Says the sound for each Phase 2 and 3 grapheme. Writes cvc words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Write captions. Is starting to write short sentences. Uses finger spacing between words. Reads sentences back to an adult.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
<b>Mathematics</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Number</b>	Have a good understanding of numbers to 5 and know that the amount stays the same however objects are arranged. Rote count to 10 and subitises (recognise quantities without counting) to 3.	Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.	Developing sense of numbers beyond 5 and can subitise to 6. Confidently talks about the different ways that numbers can be made to 5 and is applying this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Recalls some doubles to 10.	Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubles.
<b>Numerical Patterns</b>	Compares amounts using the language of 'more'. Reads numerals to 5 and matches to an amount. Orders numbers to 5.	Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape.	Uses mathematical language to compare and talk about shape and size.	Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.
<b>Understanding of the World</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>

<b>Past and Present</b>	Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.	Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.	Talks about significant historical events and how things were different in the past.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling
<b>People, Culture and Communities</b>	Talks about the world around and people and places that are familiar.	Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali. Knows that Collective Worship is part of the life of the school community.	Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Looks at, and makes maps, of local environment. Describes a journey within the local environment. Talks about some features of a Christian Church.	Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and –when appropriate – maps.
<b>The Natural World</b>	Explores the natural world and talk about out the things that are noticed. Recognises change and can describe what is happening.	Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes	Has a good general knowledge about living things and the natural world and can describe features of different plants and animals, recognising when they are the same and different. Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<b>Expressive Arts and Design</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Creating with Materials</b>	Uses a range of different techniques and variety of materials, e.g. paint, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.	Makes some independent choices about the resources needed and talks about creations. Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings.	Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting. Uses a range of tools and equipment, selecting the most appropriate tool or joining material for the job.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narrative and stories.
<b>Being Imaginative and Expressive</b>	Experiments with a range of percussion instruments. Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop	Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music.	Plays a range of percussion instruments and glockenspiel. Uses instruments to compose own music. Along with others, collects resources to develop own role play storylines.	Invent, adapt and recount narrative and stories with peers and their teachers Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music