

Milton Road Primary School



"We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place."

Early Years Foundation Stage (EYFS) Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the Early Years Foundation Stage Statutory Framework for group and school-based providers 2024.

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

3. Structure of the EYFS

Reception comprises two classes with a capacity of 30 children in each. In our school, reception children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) The Early Years Foundation Stage (EYFS) is important in its own right, and in preparing children for later schooling. The EYFS sets out what is expected of most children by the end of the Foundation Stage. At Milton Road Primary School 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 and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and to help every child reach their full potential. As outlined in the EYFS Statutory Framework "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."

4. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS Statutory Framework for group and school-based providers 2024.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

4.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas of development.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, where provisions are adapted and ensures they link with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff use a proforma to ensure a balance of child initiated and guided teaching opportunities. Staff ensure that they reflect on the different ways that children learn and include these in their provision and practice.




Planning and guiding proforma






Monday 18 th NT ILT	Tuesday 19 th EYFS tour - 10-11am Family session this morning Specialist teacher to see ZC 11am	Wednesday 20 th NT and ER PPA Am Teacher Meeting- Subject Champion	Thursday 21 st NT-EYFS Phase release time Pm EYFS tour 1:30pm- 2:30pm	
Morning Jobs (9:00- 9:15) Aisha Class R- GPC keep up Lucia Class M - GPC keep up (Calm space and team room to be used)	Morning Jobs (9:00- 9:15) Aisha Class R- GPC keep up Lucia Class M - GPC keep up (Calm space and team room to be used)	Morning Jobs (8:45- 9:00)	Morning Jobs (8:45- 9:00) Aisha Class R- GPC keep up Lucia Class M - GPC keep up (Calm space and team room to be used)	Aisha Class R- GPC keep up Lucia Class M - GPC keep up (Calm space and team room to be used)
Register Calendar and weather board	Register Calendar and weather board	Register Calendar and weather board	Register Calendar and weather board	C
Danny go/ Go noodle or any other movement break Whilst the children are doing this it is time to set up tables with the enhancements to go to after first				
English L.O. I know how to contribute to a group discussion.	Art/ DT Family session 9:00am- 9:45am (Making a Hedgehog House)	Forest school and PE this morning Break in the middle for a snack 	EYFS and KSI Singing Assembly Parents to come along to this	LC be nur
10minutes snack (after first input)	10minutes snack (after first input)		10minutes snack (after first input)	I

COOL Time		COOL Time		COOL Time		
Adults outside: NT/LS 10:25- 5 minute warning for tidy up time. 10:30- Tidy up time.		Adults outside: LS 10:25- 5 minute warning for tidy up time. 10:30- Tidy up time.		Adults outside: NT/LS 10:25- 5 minute warning for tidy up time. 10:30- Tidy up time.		10
Danny go/ Go noodle or any other movement break Time to get whiteboard trays ready.				Danny go/ Go noodle or any other movement break Time to get whiteboard trays ready.		
Phonics z	Reading practice R- 10:40- 11:00 M 11:00- 11:20	Phonics qu	Reading practice R- 10:40- 11:00 M 11:00- 11:20	Phonics ch	Reading practice R- 10:40- 11:00 M 11:00- 11:20	
Getting ready for lunch have playing the background songs the songs for the nativity		Getting ready for lunch have playing the background songs the songs for the nativity		Getting ready for lunch have playing the background songs the songs for the nativity		ple
Lunch time- 11:30 am until 12:50pm AFLA- Go noodle breathing In this time set up tables with enhancements or books for guided groups						
Maths L.O. I know how four can be made.		English L.O. I know how to use my sounds to write a party invitation.		Phonics Words ending in -s		English L.O. I know how to use my sounds to write a party




R- ER	M- LS R- AK	M- NT R- ER	M- NT R- ER	
Susanne Phase 2 daily keep up- grapheme group	Susanne Phase 2 daily keep up- grapheme group	Susanne formation practice groups in M and R	Susanne Phase 2 daily keep up- grapheme group	S
COOL Time	COOL Time English work in books	COOL Time	COOL Time English work in books	
Adults outside: ER/SH 2:30pm- 5 minute warning for tidy up time. 2:45pm- Tidy up time.	Adult outside: ER/SH 2:30pm- 5 minute warning for tidy up time. 2:45pm- Tidy up time.	Adults outside: ER/SH 2:30pm- 5 minute warning for tidy up time. 2:45pm- Tidy up time.	Adults outside: SH/ER 2:30pm- 5 minute warning for tidy up time. 2:45pm- Tidy up time.	2 2:4
Danny go/ Go noodle or any other movement break				
Science	Maths L.O. I know how five can	Maths L.O. I know that different	PSHE	



Enhancement within the EYFS Provision				
Area	Writing area	Maths	Phonics	Fine motor area
Activity	Seesaw challenge to be out on the table for them to access. 	Numicon boards with the number 4 and 5 on them. Children to underneath create the compositions of these numbers. Guided activity: Children to make stamping compositions on card squares using various cubes and adult to facilitate discussions of the numbers they have made and patterns they notice.	Match and spell orchard park game to be out for the children to use this to support segmenting a CVC word into its phonemes and finding the corresponding grapheme to go with it. 	 Salt dough hedgehogs. https://www.twinkl.co.uk/resource/salt-dough-hedgehog-craft-tt-1645121805
Extra Challenge	Are the children able to write down a short caption with the back of the piece of paper with one of the words on the post-it notes within it.	Can you write down the composition that you have created?	Can the children write a short caption containing one of the words they have made in the game?	
Why?	This will support children's knowledge of spelling words just like they would within the phonics lesson. It embed their knowledge of GPC's and being able to write down and form the correct grapheme for the phonemes they have identified within the word.	This is going to embed the knowledge we have learnt about 4 and 5 from last week in a fun and interactive way.	This is to support children with their GPC's and allow the children the opportunity to do this outside of the phonics lesson.	The acts of squishing, rolling, flattening, and more help your children develop muscles used in their hands for fine motor movements useful in the future, such as holding a pencil or using scissors.

Morning Jobs				
Area	Fine Motor	Maths	Fine motor Skills	Physical Development
Activity	Autumn Maze  	Can the children sequence the numbers 1-5 on the spider. 	Threading cheerios and pasta onto string. 	Children to cut out the spikes and add them to the hedgehog.  hedgehog.
Extra Challenge	Can you come up with your own maze for someone to follow?	Can you on the back of your chest practice writing numbers 1, 2, 3, 4 and 5.	Can you create a 2 part repeated patterns as you are threading these items onto the string.	Children will begin to cut out the triangles which will become the prickles on the hedgehog's back.
Why?	To support dexterity in fingers, grip and coordination.	This is to consolidate the learning we have been doing on numbers 1-5 as well as provide extra practice around being able to write and form the numerals correctly.	To support dexterity in fingers, grip and coordination.	Children will get the chance to practice using one-handed tools.



Seesaw Challenge			
PD	<u>LO: I know how to balance on one foot.</u>  Ask a friend to take a photo of you as you are balancing on one foot.	Maths	<u>LO: I know how to use representations of numbers.</u>  Use representations of numbers to represent the number of items in each group.
English	<u>LO: I know how to write a CVC word.</u>  Using the post it notes can you segment to write the word represented by the picture. Once you have written each		

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Each guided teaching lesson uses RIPEN, a neuroscientific, evidence-based lesson sequence, including retrieval practice, to optimize learning as educators know that "Learning is an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned."

Retrieve, Review and Recall

Introduce or Improve

Practice or Perfect

Evaluate

Next Steps - Prep/Home learning

5. Assessment

At Milton Road Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Throughout the year staff use a mixture of summative and formative assessment. Formative assessments are used throughout EYFS to gather an insight into how children are developing within the seven areas of the curriculum. They are also used to assess if interventions are having an impact on the child's progress, or what can be altered to improve

Summative assessments include:

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

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 (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Adults use a range of assessment methods throughout the year including:

- Observations to determine if children are engaged in directed/ undirected learning opportunities and if they are grasping essential knowledge/ vocabulary within that context.
- Samples of children's work is recorded via Seesaw and used to consolidate, inform next steps or address misconceptions quickly.
- Interactions between adults and children and peer on peer are vital to assessing communication, vocabulary and social interaction.
- Family communication is an essential use of assessment as it provides a picture of the 'whole child', not just the 'school child'. We use Seesaw, which enables practitioners to communicate with family regularly.
- Termly reports are sent to parents with a summary of the learning intentions and the progress their child has made
- Focussed, guided activities are used to monitor understanding and ability within a certain area of learning.

During directed teaching times, EYFS staff include formative assessment methods such as questioning, low stake quizzes, recall games and collaborative learning opportunities to assess understanding and draw upon any misconceptions. Whole class feedback sheets are used to support this.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We pride ourselves in ensuring that parents and/or carers feel as part of this journey as their children.

They are kept up to date with their child's progress and development through;

- Family Sessions – Our families join their child in school once a half term to complete an activity as part of their child's learning journey.
- Workshops – EYFS and subject leads host Phonics and Maths workshops so parents feel equipped to support their child at home.
- Each term families receive a report outlining their child's knowledge, understanding and abilities.
- Open Fridays – Every Friday parents are welcomed into the classroom so children can show off work they are proud of.
- Seesaw – Children have access to Seesaw accounts which they can independently upload items which they are proud of. These get shared with parents so they are able to see the wonderful achievements the children would like to share. Parents and/or carers can also upload attachments at home so we are able to celebrate the whole child.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general. In the early years, we follow Cambridgeshire's PSHE Scheme which teaches children;

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Teaching and Learning Committee and ratified by the FGB every year.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy