



SURREY STREET PRIMARY SCHOOL

Learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met

Early Years Foundation Stage Policy

November 2023

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Statutory

Surrey Street Primary is committed to promoting and respecting the health, safety and wellbeing of all our children and any adults who work in our school

Contents

Aims.....	2
Legislation.....	2
Structure of the EYFS.....	2
Intent, implementation, impact.....	3
Curriculum	3
Personal, Social and Emotional Development.....	5
Communication and Language	5
Physical Development.....	6
Literacy	6
Maths.....	7
Knowledge and Understanding of the World	7
Expressive Art and Design	8
Assessment	8
Working with parents and carers.....	9
Safeguarding and welfare procedures	9
Monitoring arrangements	10

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

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

Structure of the EYFS

Surrey Street's EYFS department includes our Nursery, Butterfly Class and our two Reception Classes, Poppy Class and Tulip Class.

Parents can apply for Nursery place directly through the school- and can join the term after they turn three. All children are eligible for 15 hours of free early years education per week, some families may be entitled to 30 hours

<https://www.gov.uk/apply-free-childcare-if-youre-working>

Our Nursery is led by a qualified teacher.

To join one of our Reception Classes, parents need to apply directly to admissions at Luton Borough Council:

https://m.luton.gov.uk/Page/Show/Education_and_learning/Schools_and_colleges/School%20admissions/appeals-policies-arrangements/Pages/default.aspx

Children start the Reception Year in September of the academic year in which they turn five. There is a short phased transition for 2 weeks in September to ensure the children settle into their new environment.

Intent, implementation, impact

At Surrey Street, it is **our intent** that children who enter EYFS begin their lifelong learning journey by developing, **emotionally, verbally, cognitively and physically whilst also embedding a positive attitude to school and a love of learning.**

Our aim is to create and implement a learning environment and build relationships which support, enhance and invite a **child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstance or needs.** We aim to work collaboratively with parents and carers to encourage independent enthusiastic learners who thrive and reach their full potential.

We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each new term by looking at the individual needs of our children.

The impact of the above is that we carefully develop our flexible EYFS Curriculum which enables all children to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

We understand that play is an integral part of learning and this is at the heart of our Early Years Curriculum. We believe that the correct mix of adult directed and child-initiated play ensures the best outcomes for our children.

Warm and positive relationships between staff and children, consistent routines and strong relationships with our families are key. We pride ourselves in building these relationships, so that we can work together to ensure all children reach their full potential.

Curriculum

Children in both our Nursery and Reception classes follow the curriculum as outlined in the latest EYFS statutory framework.

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:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The teaching of these areas of learning can be inside or outside through playful and practical activities with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “**Characteristics of Effective Learning**”. At Surrey Street, we strive to develop these key characteristics of “**Playing and Learning**”, “**Active Learning**” and “**Thinking Critically**” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which encompasses a range of topics, which are designed with their interests in mind.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and important observations. These provide us with information for future planning, not only for our individual classes but also for individual children's next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make significant progress within our EYFS setting.

Children in the EYFS have access to the outdoor environment daily.

In addition Butterfly class (Nursery – Muddy Monday) and Poppy Class and Tulip Class (Reception classes –Forest Friday) will spend a whole day learning outdoors. Being outdoors has a positive impact on children's sense of wellbeing and helps all aspects of their development.

Being outdoors offers opportunities for doing things in different ways and on different scales compared to how learning takes place indoors. It gives children first-hand contact with

weather, seasons and the natural world. Outdoor learning creates exciting and wide-ranging experiences for children and offers opportunities that are beginning to be phased out of children's lives.

The outdoors is a place where children can continue to learn by doing. They carry on building on the knowledge, skills and understanding that they have already acquired to make sense of the world around them both in the classroom and at home. They are active learners, seeking information and continuing to question and explore.

Being outdoors provides a focus for different types of experiences which support young children's growing sense of confidence and autonomy. This is enhanced by the enjoyment of new challenges, such as seeking and finding treasure on a treasure hunt. Their enthusiasm to participate in outdoor experiences is expanded as their social and communication skills develop and they seek out and enjoy the company of adults and other children.

Personal, Social and Emotional Development

All areas of the EYFS unit are places that the children can get pleasure from being in, and can act on their strong impulse to investigate. They can be curious, inventive, and interested. They can concentrate and persevere at activities they have chosen. This in turn supports the development of positive attitudes towards new opportunities, challenges and responsibilities. The unique and special nature of the unit-indoors and out brings opportunities to experience beauty, joy, wonder and exuberance into children's everyday lives. Gardening, in containers or the garden area, as well as seasonal maintenance tasks, such as weeding, sweeping leaves, litter picking and looking after ducklings and guinea pigs provide valuable ways for children to develop care and concern for living things and their immediate environment. The whole unit provides a safe supervised place for children to explore new challenges, learn to manage risk and to cope with change and adversity.

Social relationships can be developed in a space that offers scope for communication through action, movement and language. Shared enterprises can be undertaken and emerging problems can be discussed and resolved. Negotiating for equipment or turns offers children situations where they can learn to consider the needs of others. We support children's confidence, self-esteem and developing independence as they make choices and select resources. We also offer meaningful opportunities for personal independence as children learn to manage themselves in different environments.

Communication and Language

Children are encouraged to actively listen and respond to a different range of sounds, beginning to recognise and distinguish between noises in their environment. This is an important skill prior to developing their phonics skills. Once the children are able to actively listen they learn their phonic skills by following the DfE approved phonics scheme, Rocket Phonics. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children to ensure that reading is developed at the earliest stage in a child's educational journey. They can use action and movement alongside words and sounds to convey their ideas and meanings.

Children develop their vocabulary through sensory exploration. They talk about what they see, hear, touch, smell and feel. The children can explore vocal sounds and have the opportunity to be as loud or quiet as they wish in the appropriate environment. Stories are shared with the children on a daily basis and they are encouraged to participate in extension activities which develop their story language and vocabulary.

Physical Development

Outdoors children can be physically active on a scale that is less possible indoors. This offers children exciting opportunities for purposeful movement over large areas, exploration of different levels, negotiation along pathways and around objects, and changes in direction and speed. As children progress in their own learning journey the introduction of further challenges during P.E. lessons will ensure their existing skills can be expanded. Outdoors and during P.E. lessons are times where children can experience the effect of physical activity on their bodies, as their hearts beat faster and they breathe more deeply after vigorous movement such as running, speeding along on a wheeled vehicle or pushing themselves along the floor. They can experience the reverse effect as they lie quietly on a rug indoors or outdoors or sit in the book corner turning the pages of a book.

We support the children's developing awareness of personal health and safety. They can begin to understand how to maintain personal health and safety, for example through 'sun safe' routines in hot weather, and hygiene routines after handling earth or going to the toilet. The children are given the opportunity to develop control and dexterity with tools and small equipment, for example, through digging and gardening, or using bats and balls, hammers and nails, sand play equipment, holding a pencil or paintbrush. Netting fixed to a fence can become a weaving frame bigger than the child, encouraging weaving and threading movements.

Literacy

The EYFS unit is a place where stories, songs and poems are shared and enacted. At Surrey Street our literacy curriculum from EYFS to Year 6 is part of the Primary Writing Project. Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. We want the children of Surrey Street Primary school to be as confident orally as they are at writing. Talk for Writing is split in to three stages: Imitation, Innovation and Invention.

The first stage Imitation begins with an exciting hook into learning and some engaging activities to help children internalise the pattern of the language required. It is essential that during this initial stage the children become orally competent and can re-tell a chosen story/extract by the end of the Imitation section. A story map that the teacher has created which is accompanied by physical movements to help the children recall the story or non-fiction piece supports the oral retelling visually.

The second stage Innovation is an exciting one for the children as they begin to explore their own ideas while sharing with the teacher. Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version.

The final stage of the unit Invention will provide the children with the most freedom with regard to their writing. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head to be used as they progress through the school rather than a list to be looked at and blindly followed. At the end of the unit, the children's work will be published or displayed, either in the classrooms or wider school.

A variety of meaningful mark-making activities are explored by the children daily. Mark-making opportunities outdoors can every bit as valuable as those that are planned indoors; the nursery children will enjoy making handprints in damp sand, while reception children can set a trail of sticks round the outdoor area leading to their den. Through physical activity and movement gross and fine motor skills are developed increasing the control and coordination of small muscles which are needed for successful handwriting. The reception children begin to link sounds to letters which help them to read and write simple words and sentences.

Reading for pleasure is encouraged and celebrated with children having access to a wide range of different genres including fiction and non-fiction as well as books which are culturally diverse. Teachers and support staff will aim to read with children both 1:1 and within small groups regularly along with exposing children to daily adult led story time activities. Each week children will have the opportunity to choose a book from the class lending library as well as bringing one of the phonics scheme linked reading books home to share with their families. We actively encourage daily reading at home to support children's reading fluency confidence and oral comprehension skills.

Maths

All children are given the opportunity to enjoy number rhymes and act out number games to develop counting and number recognition both indoors and outdoors. Their awareness of counting and the significance of numbers can be demonstrated outside, as they count how many beans have grown on the beanstalk and work out whether there are enough for everyone to try one. Or can be demonstrated inside by counting objects and representing the number with numicon, playing board games and doing number puzzles. Natural materials that are found outdoors, such as twigs, conkers, chestnuts and pebbles can be sorted and graded according to size or shape. Imaginative games offer meaningful opportunities for children to learn to correspond objects, for example, giving each teddy a leaf plate and conker cake for an outdoor picnic. Both inside and out children are able to explore and develop understanding of mathematical language and concepts in real life situations, for example, deciding how many wellington boots are needed if another two children want to go out on a rainy day or showing an understanding of number by writing numbers or marks they can explain on paper or whiteboards in the classroom.

Perceptions and theories about shape, space and measure can be tried and tested through filling buckets with stones, or creating patterns with fir cones. This can then be further enhanced by practical shape activities in the classroom where children construct with 2d and 3d shapes.

Understanding the World

The EYFS unit is a place where the children can explore and investigate a wide range of materials. Children can have first-hand experience of nature through touching plants,

smelling flowers, and watching the movements of insects, spiders or beetles. The reception class children can note and record patterns in the natural and made environment, for example, through photographing leaves, or brickwork.

The impact of wind, weather and seasons can be experienced directly and the effect on the environment noted. The cycle of plant growth and the seasonal changes outdoors give children context and meaning to the concept of time which then can be linked to sequencing days of the week, months of year in daily numeracy lessons for reception children. Outdoors and indoors all children can satisfy their curiosity in how things work through practical investigations, for example, what happens when a tower of logs falls down, or a tower of bricks falls down and why balls only roll downhill. They can work out how materials can be joined to achieve a pre-planned purpose, for example, creating a structure on which they can balance or inside using a variety of construction toys to build models.

Both indoors and outdoors ICT is used in meaningful context for example using metal detectors and cameras, remote control cars or completing simple programs on the class computer.

Use of the outdoors and the classroom widens children's sense of place as they move between indoors and outdoors, watch passing people or cars, and note the features of their immediate and wider environment. The outdoors and indoors environments are places for developing children's awareness of themselves and the important people in their lives, and for affirming and reflecting the events and traditions that contribute to children's growing awareness of their culture and society. The children are taught about the environment and how we are all responsible for improving and caring for the world we live in.

Expressive Art and Design

The EYFS unit is full of creative opportunities and is rich with sensory stimuli. Children can explore and respond in a variety of ways to what they see, hear, feel, touch and smell. Through language and music, dance and movement, art and role-play props they can express and communicate their ideas and feelings. Both inside and outside, children can experiment with materials and repeat patterns of play. They can apply existing knowledge to new situations and become questioning and inventive thinkers. They can explore different materials in two and three dimensions, and begin to make connections and see the relationships between events and objects. Children explore sounds through natural objects and a provision of resources such as pans, ladles and colanders and spoons and compare to musical instruments found in the classroom such as drums, chimes and wooden claves. These offer opportunities for creating sounds and rhythms. We support and encourage the children daily to sing familiar and new songs gradually building up a repertoire of songs and dances.

Assessment

At Surrey Street 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.

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 upon request.

Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Parents' Evenings and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - We have at least 1 member of staff for every 13 children
- For reception classes
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

- 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 school's child protection and safeguarding policy.

Monitoring arrangements

This policy will be reviewed every three years.

At every review, the policy will be agreed and adopted by the Governing Body of Surrey Street Primary School.