

# EYFS Policy 2022-23



## Reception at The Grove - Mission Statement

At The Grove, we know that Reception is the foundation for learning. In Reception we aim to teach the skills which help the children learn, thrive and become well rounded, successful people. We do this by teaching a broad and engaging curriculum which has stories at its heart. We begin the journey of understanding, adopting and internalizing the school values; High Aspirations, Diversity and Resilience.

At The Grove, we aim to ensure:

- That children access a broad, diverse, relevant and balanced curriculum that gives them the range of knowledge, skills and learning behaviours needed for good progress through school and life
- That children experience the ‘joy, purpose and magic’ of learning through a balance of adult-led and child-initiated activities
- There is quality, consistency and inclusivity in teaching and learning practices so that every child makes good progress from their individual starting point
- A close working partnership between staff and families

This is a breakdown of our intent, implementation and the impact of these. These are explained in more detail below.

Curriculum		
Intent	Implementation	Impact
1. To deliver a broad, balanced and relevant curriculum that equips children with the knowledge, skills and behaviours needed to thrive in school and in life.	<ul style="list-style-type: none"> <li>• Where appropriate, planning and learning will look at real world problems that children may face today</li> <li>• Flexible approach to planning</li> <li>• Progression map ensures building of skills and challenge</li> <li>• Using stories as starting points</li> <li>• Makaton used throughout year groups and learnt with the children</li> <li>• Daily yoga/mindfulness</li> <li>• Adapted Zones of Regulation</li> <li>• High quality in the moment intervention from staff in how to resolve conflict</li> <li>• Language rich environment</li> <li>• Stories used as a central element in planning</li> <li>• Daily story time/book sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Learning will reflect the language and development needs of the cohort</li> <li>• Children will understand and be able to apply key vocabulary taught throughout the year.</li> <li>• Learning behaviours will be embedded and routinely discussed</li> <li>• Children will be able to self-regulate effectively and discuss strategies to support themselves</li> <li>• Children will have a vast knowledge of stories and a love of reading</li> </ul>
2. To develop and maintain strong and positive relationships with families	<ul style="list-style-type: none"> <li>• ‘Focus Child’ Approach</li> <li>• Develop use of Seesaw to focus on observing ‘wow’ moments</li> <li>• ‘Learning Journey’ folders to document key evidence and show progression of learning</li> <li>• Making links with families by asking them to come in and talk about important parts of their lives</li> <li>• Exploring our community</li> </ul>	<ul style="list-style-type: none"> <li>• Strong relationship made with families and encouragement to engage with school</li> <li>• We will celebrate our diverse community</li> <li>• Children will have opportunities to learn about the community they live in – learning will be relevant and appropriate to the cohort</li> </ul>

<p>3. To ensure all practice and interactions are inclusive and positive</p>	<ul style="list-style-type: none"> <li>• High expectations throughout and modelled consistently by EYFS lead</li> <li>• Emotions Coaching approach to behaviour</li> <li>• Dojos</li> <li>• Shared Language</li> <li>• Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• All children will recognise boundaries within the setting</li> <li>• Consistency of approach ensures children feel safe</li> <li>• Children with barriers to learning are supported with individual strategies to help them access learning</li> </ul>
<p>4. To develop and maintain indoor and outdoor environments which engage and inspire</p>	<ul style="list-style-type: none"> <li>• Ensure high quality and versatile continuous provision resources inside and outside.</li> <li>• Enhancements to environments are planned and executed with children's learning at the heart</li> <li>• All adults and children have opportunity to suggest and contribute to their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can form secure attachments to the environment as they know certain resources are always accessible.</li> <li>• Curriculum is enhanced by additional resourcing and set up</li> <li>• Skills and use of resources are gradually progressed over time</li> </ul>

### 1. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. 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 supported and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **Planning**

We use an annual overview of skills checkpoints and knowledge to help ensure we are meeting the needs of the children. This is not exhaustive, and we ensure there is flexibility within the plans for children to have ownership over their learning such as choosing the story they would like to learn about. We then use a half termly overview to structure our planning and ensure progression. This is then transferred to a weekly plan where we break down all of the teacher-led and continuous provision enhancements.

### **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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### **Assessment**

At The Grove, ongoing assessment is an integral part of the 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. We also recognise the importance of shared observation with families and celebrate these in class with their peers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). This is a short assessment completed online and this helps us to recognise strengths and barriers in the learning and so we can plan accordingly.

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:

- Expected - Meeting the Early Learning Goals independently
- Emerging - Not yet meeting the Early Learning Goals without support

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with families at the end of Reception.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is then submitted to the local authority.

### Timetable

Our timetable is carefully designed with a balance of adult directed and child-initiated time. In the mornings, we introduce key concepts and learning, and we enhance the provision to give opportunities for children to consolidate and explore what they have learnt.

Research shows children need at least 45 minutes to become fully immersed in an activity so in the afternoon, children have just over an hour to self-direct in the environment. During this time, the adults will lead small groups, observe, support, question and engage to build relationships with the children and also extend their thinking and learning.

<b>Start of the day</b> <b>8.45</b>	Children will be welcomed by their teacher at the classroom door. Then they will start their early morning routine such as hanging their things up and self-registering.
<b>Morning session</b>	
<b>8.45-9</b>	<b>Funky Fingers</b> There will a selection of activities around the classroom that the children can select to help develop fine motor skills.
<b>9-9.30</b>	<b>Phonics - ELS</b> Structured session including learning new sounds, segmenting and blending
<b>9.30-9.45</b>	<b>Input 1</b> Introduction to the day's learning, story and/or skill
<b>9.45-10.25</b>	<b>Discovery Time 1 – inside/outside</b> This will be linked to the learning above; the children will be encouraged to undertake activities that are engaging and collaborative either inside or outside. The adults will be leading adult focussed tasks, working with small groups, engaging in play and supporting with challenge and encouragement where needed.
<b>10.30-10.45</b>	<b>Play time &amp; snack</b>
<b>10.45-11</b>	<b>Maths Input</b> Using White Rose Hub Mastery resources we will introduce new numbers, skills and concepts
<b>11-11.30</b>	<b>Discovery Time 2 – inside/outside</b> This will be linked to the learning above; the children will be encouraged to undertake activities that are engaging and collaborative either inside or outside.
<b>11.30</b>	<b>Review/celebrate learning</b> Singing and Makaton
<b>Lunch and playtime</b> <b>11.40-1</b>	Communal lunch in the dinner hall and playtime with KS1.
<b>Afternoon session</b>	
<b>1-1.20</b>	<b>Regulation Station</b> During this time we will do yoga, mindfulness or stretches to help us regulate.
<b>1.20-1.35</b>	<b>Input 3</b> Introducing the afternoon learning - this may be a continuation of the morning or something new like music or PSHCE
<b>1.35-2.45</b>	<b>Freeflow – Independent Learning</b> Adults will use this opportunity to run interventions, spend time with the children, joining in and extending their play.
<b>End of day</b> <b>2.45-3.10</b>	<b>Story time</b> <b>Home time</b>

## **2. Working with Families**

We recognise that children learn and develop well when there is a strong partnership between staff and families.

### **Seesaw**

Families are kept up to date with their child's progress and development via the online platform Seesaw. We will upload photos and observations of key learning 'wow' moments for the children throughout the year. We also use this to share information. Seesaw is also one way that families can contact school staff by sending direct messages. We also meet families at the classroom door every morning and afternoon and would encourage families to use these times to talk to staff.

There are also opportunities throughout the years for families to engage, such as 1:1 meetings at the start of the year, Parent's Evenings and Phonics and Reading workshops.

### **Sharing Learning**

We know children like to take the majority of their creations home and we want to encourage them to share what they have made with their families. We have books which the children use to record their phonics learning and that they can use for writing if they wish and we keep key pieces of work from across the year to show just how far the children have come during their time in Reception. At the end of the year we compile these into a 'Learning Journey' for families to keep.

### **Focus Child Approach**

In the Kite Academy, we use the Focus Child Approach. This is a shared approach between school and families and entails us spending much of the week supporting, watching, engaging with your child in the setting. Each child is focus child twice over the course of the year.

During this time:

- Our observations on Seesaw will be focused on your child
- We will ask you to contribute with a questionnaire which helps to inform our knowledge of your child
- We will also give the children opportunities to develop their communication and language skills such as sharing a favourite toy or picture from home with their peers
- There will also be a brief written reflection at the end of the Focus Child week which will be shared on Seesaw.

### **Home Learning**

Home learning in Reception is very much focussed on reading and enjoying stories. We encourage parents to share stories regularly with their children as this has shown to have huge benefits in all areas of their education. We will also start sending reading books home when we start learning Phase 2 sounds. We will also send activities or games that will consolidate the learning we have done that week, usually these will be focussed on phonics.

## **3. Positive and Inclusive Practice**

### **Behaviour**

At The Grove, we follow the 'Grove Code'. We use Class Dojo as a reward system and children gain a Dojo when they are observed following the Grove Code. Red Dojos can be used in the event of unsafe choices. We use an 'Emotions Coaching' approach to support behaviour. In Reception, we know the importance of consistency and there is a shared language used by the team so all children are clear of the boundaries.

### **SEND**

We ensure all practice is completely inclusive and promotes equity. We will use our baselines and ongoing assessment to identify strengths to build on, and barriers to learning that may need support. We will use our extensive knowledge of how children learn to adapt the curriculum and resources where necessary so all children can access the core learning.

## **Assemblies**

We think it's important that children feel like part of their school community and receive rewards alongside their peers and depending on the readiness of the children, we aim to join Celebration Assembly and Singing Assembly in January.

## **4. Enabling Environments**

### **Environment**

Our learning environment at The Grove has been developed to be inclusive, exciting and engaging. We want the children to have space to be creative and imaginative and ensure they have all of the resources that support this.

### **Inside**

We always have a range of continuous provision resources available. These enable the children to explore the seven areas of learning in ways that are meaningful to them e.g. using Lego to develop fine motor skills or self-selecting media to create a picture.

These may be enhanced in a way that supports the current learning as well as used in Discovery Time and Freeflow in a way the child chooses. These are easily accessible, and children are encouraged to use resources across both classrooms.

### **Displays**

Displays in the classroom are used for celebrating children's learning and supporting learning. In each classroom you will see the children's learning that they are proud of, as well as any resources which help them with the current learning such as Numberblocks and phonic sounds.

### **Outside**

As with our indoor environment, we always have a range of continuous provision resources available. These enable the children to explore the seven areas of learning in different ways. For example, balls and beanbags are available to create a collaborative game of football or an obstacle course. We will also enhance areas to link to what we are learning or progressively develop a particular skill.