



Dream Big, Aim High  
& Make a Difference

## Potley Hill Primary School

### Early Years Foundation Stage Policy

The Early Years Foundation Stage is the curriculum for children from birth, to the end of the Reception year. At Potley Hill Primary School, we offer a transition process into Reception which is designed based upon the cohort's needs and individual interests. We endeavour to ensure a smooth transition through consultations with children's previous settings alongside home visits to get to know each individual in their most familiar environment, as well as stay and play settling in sessions in school prior to their start into school in September.

The Early Years Foundation Stage allows children to form the foundations upon which all further learning is built. At Potley Hill Primary School we value this importance and aim to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We believe that play allows children to develop a passion for learning. Through play, children learn to solve problems, think purposefully and relate to others. Both the indoor and outdoor environment offers tools, time and space alongside the support with play through high quality interactions with adults enables children to always learn at their very best.

As outlined in the Statutory Framework for the Early Years Foundation Stage, '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.'

The EYFS consists of four principles that shape the practice in our setting:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

#### Our Curriculum

In Reception, children are provided with an environment in which they are given opportunities to express themselves using a variety of media and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills.

At Potley Hill Primary School, we acknowledge the potential for learning in every activity or experience that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We ensure children feel valued and give them the confidence to become active learners. Our curriculum provides first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are tailored and purposeful areas of provision in both the indoor and outdoor environment. It is important to us that all children experience success, and develop a love of learning.

#### Areas of Learning and Development

There are seven areas of learning that shape our curriculum. These areas of learning and development are important and inter-connected.

Three of these are crucial for building a foundation, and are known as the **prime areas**. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

The other four are known as **specific** areas, in which the prime areas are strengthened and applied. These are:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

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

The school fosters and develops relationships between home and school, in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

### **Physical Development**

Children are given opportunities to move to music, use equipment, develop and refine their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is in both indoor and outdoor environment through working with a wide range of resources.

### **Communication and Language**

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on greatly. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

### **Literacy**

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently whilst also taking part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small targeted group reading and writing sessions. Pre-writing activities encourage correct pencil control, left/right orientation and using the correct letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to a wide variety of books read by a range of staff members.

### **Mathematics**

We aim for children to achieve mathematical understanding and a firm foundation of number sense and fluency in numeracy through practical activities as well as ensuring that the children understand and use vocabulary. Pre-number work is covered through nursery rhymes, stories and number activities. Children are given the opportunity to develop a deep understanding of numbers to 10, the relationships between them and patterns within those numbers. Children will engage with activities to develop their spatial reasoning skills including; shape, space, position and measurement. We encourage all children to spot connections, patterns, relationships adopting a 'have a go' attitude.

### **Understanding the World**

All children are given opportunities to make sense of their physical world and community through activities that include problem solving, investigating, making decisions and experimenting.

They will learn about cultures, religions, living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

### **Expressive Arts and Design**

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative/roleplay activities. Children are given opportunities to make paintings, drawings, collages, models and use musical instruments. Children also learn new songs and rhymes and enjoy singing and performing them with each other. Colour recognition is taught through naming colours, mixing paints, sorting and matching. At various times during the year children are given the opportunity to participate in school productions and class assemblies.

## **Outside**

Children have access to the outdoor learning provision each day. We strongly encourage all weather clothing and children are asked to bring in wellington boots so that they are protected and to avoid any barriers to learning. The outside area is designed as an extension of the classroom and there is a variety of resources to facilitate learning. In this area, staff provide planned activities for children as well as giving opportunities for them to make their own choices. We recognise the importance of outside play and we aim to create an outdoor area which is stimulating, exciting, takes account of the children's interests and is used throughout the year as a learning environment. Alongside this, children will attend weekly forest school sessions for 2 out of the 3 school terms. This enhances children's learning within all seven areas of the curriculum, particularly the prime areas.

## **Safeguarding Children**

*'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.'* (Statutory Framework for EYFS 2021)

At Potley Hill Primary School, we understand that it is a legal requirement to comply with the Statutory Framework for Early Years Foundation Stage 2021. Through this we aim to:

- provide a safe and stimulating environment where children feel welcomed.
- promote good health.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- ensure that the setting is safe and suitable for the purpose intended.
- maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

## **Equality, Inclusion and Special Educational Needs**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both high achieving Pupils and those with Special Educational Needs are considered and the curriculum is adapted to suit all levels of ability. Staff work alongside children, parents and carers to ensure any barriers to learning are identified, supported or removed, to ensure every child can enjoy learning, participate in every aspect of school life and achieve their dreams! Specific details are included in our Equality Policy, Inclusion Policy and SEND Policy.

## **Intimate Care**

We are aware that some learners may require assistance from members of staff for personal care, including toileting, either due to the age and developmental level of the student, or as a result of disability or medical need. The main aim of the school is to ensure that our learners are safe, secure and protected from harm.

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet.
- Changing continence pads (faeces/urine)
- Bathing / showering
- Washing intimate parts of the body
- Changing sanitary wear
- Inserting suppositories
- Giving enemas
- Inserting and monitoring pessaries.

## **Seesaw and Tapestry**

The recording applications used at Potley Hill Primary School are Seesaw and Tapestry, and they allow parents to view observations and photos of children's work from their own device or computer. Parents will be invited through a secure system to see their own child's information. Support Staff and teachers will record photos and observations, and teaching staff will be responsible for reviewing these before allowing parental access. All staff will be made aware of any children who should not appear in photos due to parental consent or other factors. Photographs and

recordings can only be transferred to, and stored on a school computer to be printed. Data held in tapestry is secure and encrypted and backed up externally several times throughout the day.

### **Photographs/Videos**

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom and throughout the school, on displays, in the children's individual learning books, on the school website and on our learning platforms Seesaw and Tapestry. Only school cameras and iPads will be used to take photographs or videos of children. Personal mobiles, cameras or video recorders cannot be used to record classroom activities. ONLY school property can be used for this.

### **Home Visits**

At Potley Hill Primary School, we understand that starting school can be daunting for everyone involved, with this in mind, we want to do our utmost to ensure the process as stress free and enjoyable as possible for families and their children. We will work in partnership with parents. As parents are a child's first educator, this will help ensure the best outcomes for the children. The first step of this partnership is a home visit for every family before a child starts school. We believe that this enables parents and children to meet members of staff in the place where they feel most at ease, at home.

Two members of our team, a teacher and an LSA, will carry out these visits. Parents will be notified of the visit in advance and a convenient time arranged. Potley staff will wear their ID badges and the support staff will take a small selection of toys or books for the child to choose from and will play with the child during the home visit while the teacher completes a getting to know you form. If a home visit is not possible, parents/carers will be invited to visit the class teacher at a mutually agreed time. If staff are aware of special circumstances or arrangements for home visiting, these must be discussed with the Headteacher in advance who will decide on the necessary additional arrangements required to carry out the visit.

### **Parents as Partners**

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with an invitation to visit the school and meet their child's teacher, alongside home visits. A meeting will be held during the summer term for all the parents whose children are due to enter Reception in September of the following academic year. At this meeting the parents will meet the class teacher and other relevant staff, they find out about activities, routines and are given the opportunity to ask any questions. Parent consultation meetings are held in the autumn and spring terms, at which parents are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher. Parents are informed via notices on Seesaw, Tapestry and Arbor. Parents are invited into school at various times throughout the year to deepen/assist with their child's learning.

### **Health and Safety**

We have a Health and Safety policy which all staff and students are familiar with and members of staff have the relevant first aid training to work in the setting. Children are taught the safe and appropriate use of equipment and materials and to be mindful when moving around the school, with awareness of safety.

### **Allergies**

Parents/carers are expected to inform us of any foods their children are allergic to or any foods they do not wish their child to eat as well as any other allergies to materials etc that we need to be aware of. From this information, suitable adjustments will be made to ensure the safety of each child.

### **Medical Needs**

Staff are aware of any medical needs, allergies, asthma needs, Piriton, epi-pens etc within the class. For all needs requiring medical assistance parents/carers will be notified via Arbor and children are also given a notification sticker to wear during the school day. If we feel an injury is severe, we will contact the child's parents/carers via an immediate phone call.

### **Snack Times**

We see snack time as a social and healthy event, a time where the children enjoy a piece of fruit provided from the school. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. We promote healthy eating by encouraging children to try their fruit each day.

### **Assessment**

Within 6 weeks of the child starting, they will be given a 'baseline' assessment in line with government guidance. This allows staff to understand children's starting points of learning. As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children using tapestry and seesaw.

At the end of the year, we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are Emerging or Expected (see Appendix 1).

### **Transition into Year 1**

We believe that best practice views learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in Key Stage 1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum. The Early Years Foundation Stage provides the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of each learner.

Our Aims are to ensure our children;

- Experience smooth transitions.
- Receive the EYFS curriculum for the duration of their Reception year
- Children with identified needs experience a curriculum suited to their needs.
- Continue to have opportunities for structured play in Year 1, as appropriate.
- Continue to experience teaching that reflects a variety of preferred learning styles.

### **Teacher Transition Meetings**

Teachers will meet in the summer term to discuss the children they will be 'handing over'. Teachers will share information about the pupils' academic abilities, specific needs and any relevant family information or safeguarding concerns.

### **Taster Sessions**

Children will be given the opportunity to have a taster session in the class they will be starting in September and will meet their new Year 1 teacher.

We would like our Year 1 staff to;

- Observe the Reception teaching area at different times during the year to increase their own understanding of the curriculum the children are used to.
- Identify opportunities for structured play in Year 1 curriculum through sharing of ideas and good practise with colleagues, both within and outside the school.
- Enjoy the freedom to provide a creative approach when delivering the National Curriculum so that children can continue to be actively involved in their learning.
- To fully consider the EYFS profile scores and how best to plan for individuals/groups of children.

We aim to plan and deliver lessons appropriately, in keeping with the school's wider teaching and learning policy. This should ensure that children are not sitting for too long of periods and should also ensure that the learning activities are appropriately challenging and delivered effectively, taking into account a range of learning styles. However, there are some guiding principles that are felt by the school to be important, particularly when children first enter the year 1 classroom in September.

These are;

- There should be an initial focus on children's personal, social and emotional development.  
(Some children settle more quickly than others and staff need to be flexible and allow for this in planning.)
- A strong focus will also be given to speaking, listening and attention.
- The layout of the Year 1 classroom should include space and resources so that children can undertake continuous provision.

**Reviewed: January 2024**

**Next Review: January 2026**

## Appendix 1 – EYFS Profile and Early Learning Goals

### Communication and Language

Children in reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### ***Early Learning Goals:***

#### ***Children at the expected level of development will:***

- 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 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.

### Personal, Social and Emotional Development

Children in reception will be learning to:

- See themselves as a valuable individual
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs: Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity
  - healthy eating
  - toothbrushing

- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

**Early Learning Goals:**

**Children at the expected level of development will:**

- 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 activity, and show an ability to follow instructions involving several ideas or actions.
- 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.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Physical Development**

Children in reception will be learning to:

Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

**Early Learning Goals:**

**Children at the expected level of development will:**

- 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.
- 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.

## **Literacy**

Children in reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## **Early Learning Goals:**

### ***Children at the expected level of development will:***

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced 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.
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- 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.

## **Mathematics**

Children in reception will be learning to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the ‘one more than/one less than’ relationship between consecutive numbers.
- Explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

### **Early Learning Goals:**

#### **Children at the expected level of development will:**

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) 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 double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### **Understanding of the world**

Children in reception will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

### **Early Learning Goals**

#### **Children at the expected level of development will:**

- 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 experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences 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, non-fiction texts and – when appropriate – maps.
- 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.

### **Expressive arts and design**

Children in reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

### ***Early Learning Goals***

#### ***Children at the expected level of development will:***

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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.