



# Early Years Foundation Stage (EYFS) Policy

**Reviewed by: Holly Matthews**

**Date: November 2021**

**Review Date: November 2022**

**Governor: Catherine Gibson**

**INTENT:** At Debden Church of England Primary Academy, all areas of our everyday practice are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our EYFS curriculum has been carefully constructed through close consideration of both the principles and expectations of the statutory EYFS framework and the vision and contextual requirements of our school and its children. Through our EYFS curriculum, we aim for children to:

- Develop the knowledge, skills, and learning habits required to attain the seventeen Early Learning Goals;
- Develop an enthusiasm and a propensity for learning through exploration, investigation and play in a stimulating, tailored environment; These are the characteristics of effective learning for children in EYFS.
- Become confident readers and verbal and written communicators, through a range of high-quality, child-centred learning opportunities, and a highly-incorporated phonics approach;
- Adopt a growth mindset in all aspects of their learning, demonstrating resilience and reflection;

Our EYFS curriculum has been tailored to our school's individual context. For example, owing to our position in rural North-West Essex, our Forest School provision activates children's interest in/ understanding of their unique local environment. We have also developed a coherent approach to participation with 'Church Mice', which is integral to serving our function as a church school, and also strengthens bonds with the local community.

## **IMPLEMENTATION:**

On a daily basis, there is opportunities for children to learn through play and exploration. A carefully considered balance of child led and adult led learning is implemented throughout the day with free flow access to outdoor and indoor provision. Continuous provision is objective-led in planning, with the children's next steps, needs and interests in mind. There is a predominant focus upon children mastering skills independently, demonstrating the awareness and aptitude to apply the skill where appropriate. We make use of a wide-range of resources (inside and out), which are manipulated in a multitude of relevant and imaginative ways to challenge and extend children's language and thinking. The role of the adult is central to this learning as they model language and behaviours to build on prior learning and demonstrate new skills and concepts. Through the adult's interactions, questioning and modelling children's learning and progress is consolidated, developed and challenged. Opportunities for children to take risks in their learning is crucial in developing a child's growth mind-set and learning behaviour repertoire.



On a daily basis, whole-class input sessions are implemented for Communication and Language and Maths, alongside whole-class differentiated sessions for phonics. In keeping with the wider school phonics curriculum, we follow the 'Phonics Bug' programme, whilst utilising the 'Jolly Phonics' actions. Particular emphasis is placed on these core sessions to accelerate progress and mastery of these extremely important skills, whilst also providing a foundation for the exploration and investigation of our continuous provision and fostering a love of early reading and the confidence to think mathematically when problem solving in our everyday learning, as well as communicating effectively.

### **IMPACT:**

Children in EYFS at Debden are observed and assessed for learning everyday as part of best practice reflective pedagogy. On entering EYFS Debden children will undertake the Department for Education Reception Baseline Assessment to identify the starting points and early experiences of each child. This helps us to shape the curriculum to meet individual needs and plan for next steps in learning. It also enables the class teacher to monitor progress through the reception year and target any interventions that are required to close gaps and accelerate learning. This is purely an assessment of what each child knows in each of the ELGs. We can then report on a termly basis how the children are progressing in each of these areas.

Verbal feedback is given during each observation and adult led activity. Verbal feedback is the most effective and constructive way to support learning at this age.

Photographs and the children's concrete learning in Literacy and Maths are recorded in their exercise books (from the Spring term). They are then marked against the learning objective and any other objectives covered during the activity are also noted. Similarly, in children's Understanding of the World, Physical Development sessions and Expressive Arts and Design, children are recorded and these pictures uploaded to Tapestry, our online Learning Journey. Particularly significant are 'Wow' moments in a child's learning journey. These are collected in the children's physical learning journeys and these are shared with the children to record feedback and the child's thoughts. The children have free access to these prized books. This supports their progress and helps them to see themselves being active, engaged learners.