



Newburgh
Primary School

EYFS Policy

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Rationale

In the Early Years at Newburgh Primary School, we believe that every child is unique. We aim to provide the highest quality care and education for all our children and are committed to giving our pupils the best possible start to their school life by teaching them the knowledge and skills to give them a strong foundation for their future learning. This supports our Newburgh Primary School values of: Nurture, perform, succeed.

The Structure of EYFS at Newburgh Primary School

Our EYFS provision is organised in a way that children can explore and learn in a safe, open environment. Children have access to well-resourced and stimulating environments both indoors and outdoors. The redesigned outdoor classroom provides opportunities for children to develop their gross motor skills and collaborative learning through activities such as water play, sand pit, gardening and climbing obstacles. The classroom also has access to a practical area, where children can engage in messy play (exploring paint, natural resources and playdough.)

We have a private nursery attached to the school which provide pre-school, before and afterschool provision, ensuring many of our children have an easy transition into school.

Induction to Reception

Learning at Newburgh Primary School starts from the moment we meet our new families. In the Summer term, before children join Reception, children and families meet with school staff, allowing them to build relationships and feel secure in their new environment. The EYFS leader and SENDCo also arrange to meet and observe children from local nurseries within their preschool setting as part of our induction process.

Reception staff join Newburgh Stay and Play sessions held at school on a Tuesday morning to meet new families and develop relationships to further support this transition into school.

Intent

We aim to:

Establish a safe, happy and nurturing environment with motivating and enjoyable learning experiences that enable children to become confident and independent.

Plan an exciting, rich and balanced curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals.

Develop our EYFS curriculum and learning environments, to ensure it is designed to give all pupils, including disadvantaged pupils and those with SEND, the knowledge and cultural capital that they need to succeed in life.

Provide a range of indoor and outdoor learning experiences for children to develop physically, academically and creatively.

Ensure all seven areas of learning and development are important and inter-connected and therefore taught with a cross-curricular play-based approach.

Give children opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment.

Enable our children to develop the characteristics of effective learning, which enable them to become resourceful and resilient learners by:

- Playing and exploring – children investigate and experience things and have a go;
- Active learning – children concentrate and keep on trying if they encounter difficulties;
- Creative and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Implementation

We have developed a Long-Term Curriculum Plan that uses a combination of topic themes with clear progression, 'in the moment' teaching moments and enhancement opportunities within the provision. This ensures that the curriculum meets the needs of all pupils.

Furthermore, we develop our EYFS planning to ensure that children have opportunities to practise and apply targeted learning in different ways and in different areas of the classroom using a range of resources.

We ensure there are high quality interactions with adults using the Sustained Shared Thinking approach within the learning environment – ensuring that we are asking open ended questions to deepen and extend children’s learning and thinking in ways that interest and engage them ensuring that meaningful learning experiences are embedded in our approach. Staff observe the children and carefully and skilfully step in to offer new learning opportunities to develop their skills and knowledge.

We are constantly developing our ongoing formative assessments of children to help us to identify where children are in their learning so we can focus on ensuring knowledge and skills are embedded before adding further challenge.

We have daily differentiated phonics lessons using the Read, Write Inc approach and teach handwriting to ensure good progression in reading and writing.

Reading and re-telling stories plays a key part in our children’s learning, allowing exposure to a wealth of rich language and experiences.

We teach Maths mastery using the White Rose scheme to support children’s learning in early mathematics and transition into KS1.

We ensure regular communication with parents via e-schools, newsletters, information meetings, face to face meetings and workshops where parents /carers are invited in to support learning opportunities with their child.

Safeguarding and welfare procedures in EYFS:

We promote good oral health, as well as good health in general, in the early years. Newburgh is a Healthy School and children are taught and encouraged to make healthy life choices to promote good health and wellbeing. This is done explicitly in lessons and also through cooking and growing our own produce, mental health awareness days, antibullying week and through developing PSED and introducing children to Zones of regulation to support their emotional wellbeing.

During snack time, children are always within sights and hearing of staff supervising the children to avoid any unnecessary risks (such as choking) whilst eating and drinking.

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

Impact

Our children develop the skills to become curious, independent and resilient learners.

Careful assessment opportunities through observations ensure that all staff have a clear knowledge of an individual child's achievement, progress and next steps in their learning. This is then shared regularly with parents so they can contribute to their child's education.

Our robust assessment procedures track against termly objectives of children's progress and are recorded and tracked on our digital assessment system in line with the whole school assessment procedures. This supports current and future teachers tracking progress and attainment as children continue their learning journey.

The majority of children are ready for transition from the Early Years Curriculum to National Curriculum by the end of Reception. Those who require further teaching of the Early Years Curriculum will continue with these objectives in KS1.

Judgements of children's progress and attainment is moderated both within school and externally with local schools to ensure judgements made are accurate.

Children's progress is good from their starting point and regular consultations with staff and SENDCO identify children needing further support. At the end of Reception this assessment of development against the Early Learning Goals is then shared with parents and in conversations with Year 1 teachers to aid transition to KS1.

Core Documents and legislation

The [Early Years Foundation Stage \(EYFS\)](#) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

The [Early Years Foundation Stage \(EYFS\) framework](#) supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

As well as being the core document for all professionals working in the foundation years, the EYFS framework gives parents and carers the confidence that regardless of where they choose for their child's early education, they can be assured that the same statutory commitments and principles will underpin their child's learning and development experience.