



Silkmore Primary Academy



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EYFS Policy 2017-2018



Aims

Our aim is to provide an excellent education for all our children by helping them develop the confidence, skills, curiosity and understanding to grow and progress academically, socially and emotionally.

We believe in educating the 'whole child', and our holistic, personalised approach to learning means that children are supported, challenged, stretched and inspired in a wide range of exciting learning opportunities through our broad, balanced and engaging, concentric curriculum.

We want all our children not just to reach their potential but to exceed our high expectations, thus resulting in them being the best they can be and 'Aiming High'.

We are a highly inclusive school where everyone is equally valued. Our professional and supportive staff work closely with parents, families, governors, volunteers, outside agencies and the wider local community to bring about the best possible provision for our children. We use a cooperative/collaborative approach to supporting children from our rich and diverse community ensuring they achieve educational and personal success. We aim to prepare our children for the world by bringing the world into the classroom and instilling our Aim High values to equip each child not just in the classroom but prepare them for life in modern Britain. We aim to create a safe and secure learning environment in which children are known, valued and motivated to learn.

Approach and Environment

The Early Years Foundation Stage Guidance states

"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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and children develop and learn in different ways and 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".

At Silkmore learning sessions and activities are delivered in an interactive, highly stimulating and exceptionally well organised environment. This provides a rich, varied and imagination experience to all. At Silkmore we believe that the environment is the first teacher. Therefore, Teachers ensure the environment is well equipped, celebratory, purposeful and attractive. Each early years environment is developed in accordance to current mini adventures and reflect the interests and ideas of our children. Staff ensure high standards of tidiness and set exceptionally high expectations in presentation through use of handwriting and whole school environment policy. All seven areas of the curriculum are planned for both inside and outside so that all children can learn through their play in a broad, cross curricular approach. Displays are purposeful and celebratory; all children's work must feature within the environment and all displays should follow the guidance set out in the whole school environment policy.

Children are taught British Values and how to follow these using the school rules of Aiming High; being kind, safe and respectful. Children's enriched curriculum allows them to take part in many experiences which they may not necessarily have the opportunity to out of school life. Such as visits to Chester Zoo, the beach, visits from Buddhist Monks, Latter Day saints and visits to local Temples and Synagogues to name but a few. These experiences help to grow the children's respect and



tolerance from a very young age. In younger age groups such as Nursery and Preschool, we encourage visitors from our local community and take the children out to local places of interest such as Birches Valley, the Fire station and they have opportunity interact with visiting farms and watch eggs hatch during spring and summer term.

All adults are committed to enabling every child to become independent, enthusiastic learners with a range of strategic learning tools which they can draw upon and develop throughout their schooling. We strive to enable every child to achieve or exceed the expected level of development by the end of Reception. While this may not be possible for some children we ensure that all children make strong or better progress.

Curriculum

Our curriculum follows the concentric curriculum adopted throughout the school. It is specifically designed to broaden and deepen children's knowledge as they progress throughout their time at Silkmore and is driven through "Mini Adventures". Each adventure enables children to become fully absorbed in their environment, linking their learning to real life experiences. Our coverage takes its lead from the Statutory Framework for the Early Years Foundation Stage 2016 and is supported by Development Matters 2014 to ensure children are guided towards the Early Learning Goals.

We recognise that by simply achieving GLD, this does not fully prepare children to be as successful as they could be by the end of KS1, therefore, in key areas of maths, reading and writing, we have created our own curriculum coverage model to ensure success.

There are seven areas of learning.

Three prime areas, which are crucial and build children's capacity to learn, form relationships and thrive;

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

And four specific areas through which the three prime areas are strengthened and applied:

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

Staff working in Nursery focus strongly on the development of the three prime areas as the foundation for the pupils learning whilst embedding essential skills such as number and phonics throughout every interaction. This also applies to pupils in Pre-School and Reception, but who are developmentally working at a Nursery level in one or more areas. Staff in Pre-School and Reception focus on all seven areas of the curriculum, with emphasis on the development of the four specific areas, building upon the learning that has taken place in Nursery as appropriate for each child.

Reception class children are exposed to a more formal yet still play based curriculum. Our Mini Adventures' act as a vehicle to submerge our children into magical lands of learning. Children begin each mini adventure with a transformed classroom which could be one of a thousand ideas, from a deep sea den lit by torchlight to a fantastical castle designed to inspire story writing and to spark their imagination.



Gradually across the Reception year we work with uncompromisingly high expectations to ensure essential skills such as number knowledge, phonics and reading are successfully embedded, we used rigorous assessment methods to ensure children have a high level of school readiness to aid smooth and fully supported transitions into year 1.

In addition to our exciting Mini adventures, children are also supported through daily interventions, in phonics, writing and maths. Echoing classroom learning and using differing supportive techniques such as sustained shared thinking and higher-level problem solving and questioning are used to cement these sessions and fully embed the learning on a 1:1 level ensuring differentiation, stretch and challenge.

Baseline

Ensuring we provide a suitable curriculum encompassing support stretch and challenge for every child, begins with robust baseline data. We endeavour to collect as much information about our children as possible. This includes prior information gained by previous settings, parents, carers and the children themselves. In addition to this we consider all information gathered surrounding the child's experiences and environmental factors which may influence the child's interests and ability. The first 3 weeks of the Autumn term is spent gathering information about every child and creating a robust baseline. From this, we can ensure the correct starting point in the child's education and therefore robust and tailored next steps towards rapid progression.

Phonics

At Silkmore, we value phonics as an essential tool for the development of pupils' Literacy skills. In Early Years, staff are trained to deliver systematic high quality phonics, using the Read, Write Inc. programme as a basis for planning and assessment. Children are taught in groups according to the phonics phase in which they are working. On entry to Reception, children are informally assessed to ascertain their prior learning and knowledge of phonics. They are then levelled, and put into an appropriate phonics group at a later date in the term. Phonics assessments continue at least once per term to ensure pupils are working at the most appropriate level for their ability. Using this fun and fast paced approach ensures children leave Reception with a sound understanding of how to read and write all 44 graphemes to create beautiful pieces of writing.

Maths

At Silkmore we believe Early Years is the crucial starting point for each child's mathematical education, therefore we provide a tailor-made Maths curriculum, which not only covers the specific requirements of the EYFS but also embeds knowledge such as place value and fractions ready for use as children progress through KS1. We feel that equipping children with mathematical language and skills at this stage enables greater correlation between the EYFS and KS1. (See maths coverage plan Appendix 2)

Learning takes place through whole class, teacher led sessions and smaller groups, where we ensure every child is fully supported toward a deep understanding of mathematical concepts using the concrete, pictorial and abstract methods to embed each skill. Providing opportunities to test their skills in our role play areas or problem solving within our Forest school, helps to further develop



these skills and provides real life opportunities to put their skill into practice. In Reception class, maths is recorded in a separate book also, to record the rapid and sustained progress children make throughout their time in Reception.

Reading

At Silkmore we want all children to develop an enthusiasm for reading and an enjoyment of books which leads to a desire to want to read for both pleasure and for information. In Early Years we use a mixture of core books which the children become familiar with and focus books for each of our Mini Adventures, where the children learn a range of skills through shared reading of the texts. Children are also taught to find information in non-fiction texts. We aim to read to the children at least once a day. Children are given levelled reading books to read, when it is appropriate for their development and according to their phonics level, this includes Nursery.

Every day children read throughout our RWI lessons. From sounds to sentences, children follow the phonics programme daily to embed phonetic knowledge. We follow the philosophy of “Children shall not fail” ensuring each text is developmentally appropriate enough to be read independently so that each child can feel like a reader, developing self-belief, confidence and ultimately a love of reading.

Through reading corners in the classrooms and our school library, children are taught how to browse and select books that interest them and that they can borrow daily to share with their parents. In Reception Home/School Reading Diaries are used to record and discuss pupil’s progress with their reading.

Observation and Assessment

Observation of pupils is an essential tool in Early Years, and contributes greatly to a practitioner’s knowledge of a pupil’s holistic development. In Nursery, observations are made of each pupil when they hit a milestone during continuous provision or take part in an adult led activity. These are recorded using our online profile tool, Tapestry. The information gathered in each pupil’s online profile allows staff to record and ascertain when specific milestones have been reached and enables staff to identify next steps for that pupil’s development and environment. Observations should be discreet and may not always be recorded using photographs. It is essential for pupil/practitioner dialogue to be at the forefront of every interaction and this should not be interrupted by the practitioner recording evidence. All staff should be able to confidently enter dialogue about their key children’s progress. This method of observation continues to be followed in our Preschool however, we also use Mini Adventure Journals to capture children’s progress.

In Reception we endeavour to capture at least 2 pieces of evidence per week (one written and one maths) to ensure we show the rapid and sustained progress children are making towards the ELG’s. In order to ensure the triangulation of evidence, this is also supported through the use of continuous provision observations, where children put their learning into context and show their deeper understanding. This will be recorded on Tapestry.

At all stages, all children’s progress should be recorded regularly on the school’s assessment programme, Reach O’Track. This is undertaken at Baseline and at the end of every term (half termly if required). This information is then collated and used as a tool to identify progress and direct our next steps and planning for each class/child.



Inclusion

In Early Years we personalise the learning for all pupils, and we believe that every child has the right to an education which is supportive, in order to achieve their full potential. Early intervention is crucial to children's learning and social development and we work closely with the SENdCo to identify and support pupils with additional needs. We use our holistic approach as a tool to enable us to provide developmentally appropriate learning for individuals and groups of pupils. We use our high ratio of staff to pupils to ensure that children have additional support where it is needed and to provide Speech and Language groups when necessary. Children with an identified need will be observed and assessed in the same systematic way as used in each area; however, we will also complete individual learning profiles (ILP), highlighting the interventions which are taking place and the outcomes of these.

Safeguarding and Welfare

"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 the Early Years Foundation Stage 2014. All staff must adhere to the guidance laid down by the Statutory Welfare Requirements.

At Silkmore, the health, safety and well-being of the children in our care is paramount. We teach children to be safe, follow rules and respect boundaries. Through our curriculum and activities, children learn to make safe choices.

All staff have Child Protection and Prevent training on an annual basis, they know who the Designated Safeguarding Lead is and will refer to this person when it is appropriate to. Staff regularly take part in First Aid Training, and all members of staff are trained in Paediatric First Aid and accompany all EYFS children on trips. Staff conduct risk assessments of the inside and outside areas on a daily basis and throughout the day. If and when an accident does occur, procedures are followed to ensure that children are well looked after, their injuries or ailments are treated and their parents are informed, in writing or by telephone call as necessary. All accidents are recorded and the accident book is reviewed to identify any recurring problems.

In Reception, children are encouraged to help staff conduct the risk assessments, encouraging children to think critically for themselves and problem solve. We ask questions such as... "Why would we not want to run on the icy ground?" This encourages children to think independently and builds their knowledge of their own safety.

Staff are aware of our Whistle Blowing policy and also their own need to disclose any information which may affect their ability to legally work within the early years such as the implications of the DBS disclosure and disqualification by association factors supported by the childcare Act (2006) and are able to report to the designated body should they have any concerns regarding and other person, be it staff, children, parents or visitors within the setting.

Within the Nursery there is always a minimum ratio of 1 adult for every 4 children. In Preschool there is always a minimum of 1 adult to every 8 children. In Reception there is 1 teacher per 30 pupils as per infant class size regulations. In addition to this Reception class is also supported by 2 fully qualified Early Years practitioners.



Keyworkers

As required in the Statutory Framework for the Early Years Foundation Stage 2016, every pupil in Early Years has a keyworker. The keyworkers are the Early Years practitioners or teachers that work in Early Years.

The keyworker will:

- support their children with adult led, child inspired activities
- monitor and record the children's progress in those activities
- deliver specific activities that will help those children develop and learn
- be able to discuss the child's learning needs and progress made with their parents and contribute to, or write, their report

Homework

In Early Years we believe that homework provides a link between the learning that takes place in school and that which takes place in children's homes. When it is developmentally appropriate every child will take a homework menu home to share with their families.

From Nursery age children are encouraged to share their "work form home" in our class homework book and their work is also displayed within the room.

In Preschool children are sent home half termly sheets to complete with their families to mark special occasions such as Easter and Summer time, these can be found in their learning journals.

In Reception, all children take home a reading book from our library and are asked to practice reading at home with their family. In addition to this, we send home levelled reading books for the children to read to their parents. As the year progresses and the children's knowledge grows we will provide one piece each of phonics and maths homework per child per mini adventure, with additional Mini Adventure based homework sent home occasionally. Homework is differentiated for specific groups of pupils and is designed to enable parents to decide how much work is appropriate for their child. During summer term (or earlier if developmentally appropriate) spellings are sent home as part of the phonics homework when it is developmentally appropriate.

Home School Partnership

At Silkmore we value the contribution that parents/carers make to their child's education. Parents are a child's first educators and thus the impact of a parent's influence on learning is significant. In Early Years we embrace parents as partners in their child's learning. We have an open door policy in Nursery and Preschool and we hold parent inclusion days weekly known as Family Friday. This is an excellent opportunity for parents to get involved in and observe their child's learning and play. Once every half term we arrange a specific event linked to our mini adventures or a class/whole school trip, parents are invited to join us for all of these events. Parents are also formally invited to the annual Early Years winter production, and specific events across the year such as the tea party, beach party and the Grand Rocket Race.

We positively welcome parents' contributions and value their input in to their child's online Learning Journal using Tapestry. We invite parents to meet with us bi-annually to formally discuss their child's progress and we are always on hand at the beginning and end of the day to briefly meet with parents if they so wish. We endeavour to arrange informal opportunities for parents to see what their child has been learning, such as shows and events.



Transition

Smooth transitions are essential for children to feel settled, secure and ready to learn. In Pre-School, prospective parents are invited to an open day where they have the opportunity to explore the Early Years environment, ask questions and meet the staff. Children who join part way through a year have settling in visits if they are needed. Parents and pupils are given information about school and a 'Welcome to Silkmore' booklet which describes a typical day in Reception, policies and information which they may find useful. Staff make good use of any information that is shared by previous settings and spend time with the child and their parents to build trusting, positive relationships.

On entry to Reception, pupils and their families are invited to a transition visit to their new class and teacher in July before they start school in September. Staff also read and make effective use of the reports and information received from other settings. Prior to school entry, parents are formally invited to attend a meeting to find out about school, meet the head teacher and class teachers, and to have a tour of the environment. At this meeting, parents are informed about uniform, procedures, routines and expectations. We understand that children settle differently, therefore we are flexible and personalise our approach during the settling in periods for Nursery and Reception.

When the children start school they are all given a name and class badge to ensure that every adult in school can support that pupil. Pupils are taught the rules, boundaries and high expectations of the setting and staff spend time with each child to build relationships and get to know each other. Parents are an essential part of the settling in process and it is crucial that they discuss the needs of their child with their class teacher or keyworker, this helps to form the Baseline assessment undertaken for each child. For the health and safety of the pupils, it is essential that the medical and dietary needs of the children are made known to the school.

As the children progress through their Reception year their environment and structured teaching sessions become gradually longer in length and more challenging in matter. This is in readiness for Year 1, so that children feel ready to start their formal schooling and have a positive and fully supported transition experience (Please see our Transitional plan for more details apex 1).

From Spring term children spend their lunchtimes in the KS1 playground so they may socialise fully with children from all over the school. They visit their new class and teacher many times and begin to follow a more structured approach to learning such as working at tables, directly into their books. In addition to this, their new teacher visits Reception to observe the children, discuss their progress and teach them for mini sessions.

Reception and Year 1 staff meet to discuss pupils needs, attainment and individual pupil information and assessments are shared. In the moderation process of the Early Years Foundation Stage Profile, Year 1 teachers are involved to agree the final levels the children have achieved, particularly in the case of those exceeding the expected level of development.

Activity	Aut 1	Aut 2	Sp1	Sp2	Sum1	Sum 2	Goal
Adult led Focus activities (Carpet time)	10-15 mins Daily x 3	10-15 mins Daily x 3	25-30 mins Daily x 3	25-30 mins Daily x 3	1 x 15 mins 1 x 30 mins 1 x 15 mins	1 x 15 mins 1 x 30 mins 1 x 15 mins	To improve concentration gradually then move towards table top adult led input.



Small group focus tasks	30 mins each day with CP	30 mins each say within CP	1 writing p/w 1 maths p/w 30 mins each	1 writing p/w 1 maths p/w 30 mins each	2 writing & 2 maths p/w 30 mins each	2 writing & 2 maths p/w 30 mins each	To extend opportunities for writing in groups
Phonics teaching	30 minutes daily	30 minutes daily	45 mins daily	45 mins- 1 hour daily	1 hour daily	1 hour daily	All groups on at least ditties
Table top/floor based activities with CP	50%	50%	75%- TT	75%- TT	90%-TT	90%-TT	Getting used to accessing activities at tables.
Formal adult led whole class maths at tables	See carpet time	See carpet time	10 mins X 2	15 mins X 2	30 mins X 2 directly in books	30 mins X 3 directly in books	Engage in whole class learning time
Formal adult let writing, whole class at tables	See carpet time	See Carpet time	10 mins X 2	15 mins X 2	30 mins X2 Directly in books	30 mins X 3 Directly in books	Engage in whole class learning time
Guided reading.					30 mins Once per week	30 mins once a week	Preparation for formal guided reading groups
Assembly	X2	X2	X3	X4	Complete own x 4	Complete own x 4	High standard of behaviour met
Lunchtime routines			Big playground at lunch	Big playground at lunch	Big p/g at lunch and break	Big p/g at lunch and break	Integration with whole school
Whole class or school trips		X1	X1	X1	X1	X1	Integration and enrichment.
Percentage of time split across teaching methods (based on 26 hours per week classroom time).							
Whole class Adult led	16%	16%	33%	33%	32%	32%	
Small group	42%	42%	26%	26%	32%	32%	
Continuous Provision	42%	42%	41%	41%	36%	36%	

Appendix 1)

Appendix 2)



EYFS Blended Maths Curriculum Statement.

At Silkmore we agreed that the vital, smooth transition from the foundation stage to Year 1 needs to be fully supported by both classes to ensure any misalignment between EYFS expectations and those at the end of KS1 ceases. With the now-increased expectations of the national curriculum it is paramount that children are exposed to a maths curriculum that will fully support and enhance their greater understanding and will help secure rapid progress throughout their school life and prepare them successfully for the expectations of key stage 1. After scrutiny of assessment documents, it has been decided that Reception will be taught these fundamental skills to further enhance their understanding as they transition into year 1.

Number:

Pupils should be taught to:

- Count forwards and backwards up to and beyond 20
- Begin to group items into 2s, 5s and 10s
- Understanding the value of numbers up to 20.
- Read number up to and beyond 20 and begin to understand the place value of these numbers.

Addition and Subtraction:

Pupils should be taught to:

- Begin to recognise and understand number bonds to 10.
- Begin to record addition and subtraction calculations using numbers up to 10

Fractions:

Pupils should be taught to:

- Recognise whole and half of objects and shapes.