

# SELSIDE



## Endowed C of E Primary School

**‘We lift our eyes to the hills’**

### **Vision**

At Selside Endowed CE VA School we **lift our eyes to the hills**. This psalm was sung by travellers to provide comfort and encouragement to face the challenges of long journeys. We use the local beauty of nature, **heaven and earth**, and the changing seasons, to inspire our whole community on their learning journeys. We also encourage our pupils to look beyond **the hills**, to be outward facing and develop as citizens of a diverse regional, national and world-wide community.

**Discover joy** - We want everyone in our community to live happy, healthy, balanced lives; developing physical and mental well-being, a sense of awe and wonder, and an awareness of the importance of the spiritual aspects of life.

**Grow and achieve** - We provide a nurturing environment in which every child is valued as unique and wonderfully made; able to flourish (academically and spiritually); grow talents, foster a life-long love of learning and find the resilience to face and overcome life’s challenges with **help that comes from the Lord**.

**Thrive and inspire** - We want everyone to leave our school with our Christian values deeply rooted, to enable them to become, confident, responsible and caring people that will contribute to their community, to challenge injustice and know they can make a difference in our world.

All members of Selside School become part of our school family. The children are at the heart of everything that we do. We **discover, grow and thrive** together. This includes are youngest learners in the Early years Foundation Stage (EYFS). Our EYFS comprises of our governor led nursery, which children can start when they are three, and our Reception group. These form part of our Adventurers Class.

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**We discover, grow and thrive together.**

*“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

(‘The Statutory Framework for the Early Years Foundation Stage.’ DfE March 2014).

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## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

Our EYFS setting has Nursery and Reception as part of a mixed age class with Year 1. Selside Nursery offers both 15 and 30 hours funded childcare with both afternoon and morning sessions. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Selside we have a Nursery for children aged 3-4 years and Reception, 4-5years. This policy outlines how the EYFS is implemented at Selside.

## 4. Curriculum

Our EYFS curriculum is designed to deliver the educational programmes as outlined in the 2021 EYFS statutory framework. (See EYFS Intent, Implementation and Impact document for more detail).

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 seven areas of learning and development, and how we implement them in the EYFS, are made up of 7 areas of learning and development which are equally important, interlinked and depend on each other:

<b>Prime areas (Essential building blocks for ‘Specific Areas’)</b>	<b>Specific Areas (Dependent on ‘Prime Areas’)</b>
<ul style="list-style-type: none"><li>• Communication and language</li><li>• Physical development</li><li>• Personal, social and emotional development</li></ul>	<ul style="list-style-type: none"><li>• Literacy</li><li>• Mathematics</li><li>• Understanding the world</li><li>• Expressive arts and design</li></ul>

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The 7 areas of learning are delivered through well planned continuous provision (see definition in Enabling Environments), daily routines and adult led opportunities. We aim for a mix of adult led and child-initiated activities within an environment which is designed to support them. Adult led encompasses whole class input, small group work and intentional interactions during child-initiated learning. Daily routines provide at least 60 minutes of self initiated time during which adults and children work together as co-learners and play partners.

**Communication and language development** ...giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

HOW: adults and children interact throughout the day as children engage in play and there are daily opportunities to talk 1:1, in small groups or in whole class discussion. Additional support is given where needs have been identified.

**Physical development** .....providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

HOW:

- Children spend a substantial amount of time outside every day; in outdoor provision, on the playground, woodland learning or taking learning outside the classroom.
- They build, balance and climb, ride on bikes (Pedal and Scoot), play games and run.
- Adult led activities such as yoga, squiggle while you wiggle, action songs and rhymes.
- Inside they develop their fine motor skills using playdough, scissors and pencils, hammers, construction resources etc.
- They can eat healthy snacks during the day and regularly prepare healthy food in class activities.
- PE sessions teaches games and PE skills once a week. Activities will be introduced as appropriate and when children are developmentally ready.

**Personal, social and emotional development:** ...helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have confidence in their own abilities

HOW:

- Small groups enable children to build positive relationships.
- Children have free access to a wide range of carefully selected resources which builds their independence and confidence.
- They are expected to take responsibility for tidying up and keeping the classroom well maintained.
- HeartSmart sessions each week promote ways in which we can keep our hearts, mind and bodies healthy.
- Children's levels of wellbeing are monitored throughout the year and adjustments made in order to raise these.
- Class animals to develop talk about characteristics of effective learning (See Below).

**Literacy development** ...encouraging children to link sounds and letters (phonics) and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

HOW:

- Children develop their English skills through drawing club, 'Talk 4 Writing', phonics and provision.
- Children experience a range of high-quality texts and staff are passionate about promoting a love of reading and rich vocabulary.
- Early Phonics begins in nursery and is developed in Reception using 'Little Wandle Letters and Sounds' to develop early confidence and fluency.
- Small group activities support children to develop their ability to rhyme, to hear sounds etc.
- Children are introduced to a range songs and rhymes through daily routines and adult led sessions.
- Books are placed in all areas of the classroom
- Initially children take story books home to share and then reading books based on their phonics.

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- Children are encouraged to use many different mark making materials such as pencils, crayons, felt tips, paints, chalks.

-They are taught letter formation as part of their phonics

-In Reception all children work in a small group to develop their writing on a daily basis

**Mathematics** ...providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, one-to-one correspondence, calculating simple addition and subtraction problems practically; and to describe shapes, spaces, and measures

HOW: Maths is taught using White Rose Maths, with daily teacher initiated sessions. These sessions are carefully designed using concrete resources and to develop early 'number sense' and mastery. This starts with numbers 0-5 and then progresses through to 1-10 and 0-20.

- Math resources are available on a daily basis for children to access independently
- Continuous provision offers numerous opportunities to develop mathematical understanding – water play, sand, wooden block play, mud kitchen
- Numbers are used as labels in different areas of provision to indicate how many items there should be in a pot.
- Math rhymes and songs, games and taught sessions both as whole class and in small groups
- Use of consistent mathematical vocabulary by all adults
- Cooking is being developed as a real life purposeful mathematical activity

**Understanding the world** ...guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

HOW: Through a well-planned environment inside and outside that provides a wide range of experiences and opportunities. Access to the natural world is critical and so they spend time in our woodland area as well as having opportunities in the dedicated outdoor area. Across the year children are involved in gardening, cooking and woodworking. They go on visits in the local area and visitors are invited into the classroom. They have access to a range of technology including the interactive screens.

**Expressive arts and design** ...enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

HOW: Through well planned continuous provision which includes painting, pattern making, modelling, music making and role play. 'Access ART' 'Charanga' and 'P.E' sessions enable creative opportunities where Children are also taught the skills needed such as close observational drawing, colour mixing, making music and dance. They have music lessons weekly and songs and rhymes on a daily basis.

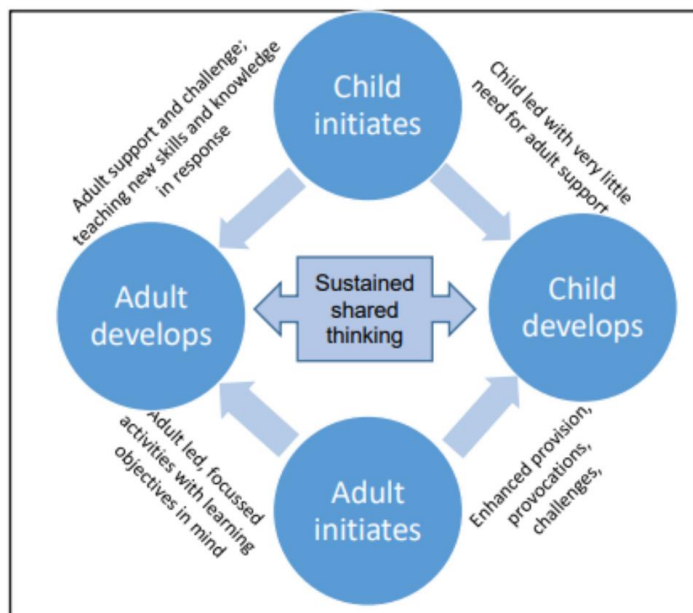
#### **Definitions:**

*Child initiated: Children come in with their own ideas and interests and initiate their own activities.*

*Child developed: Children develop their own ideas and interests or develop things introduced by the adults but with little adult support.*

*Adult initiated: Adults introduce new ideas, skills, knowledge, activities, resources and opportunities.*

*Adult developed: Adults take the lead (adult led) and develop the ideas that have been introduced through planned, focused activities, whole class/small group input and lines of enquiry.*



**Sustained Shared Thinking:**  
 ‘an episode in which two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend’  
 Siraj-Blatchford *et al* (2002) and Sylva *et al* (2004)

In addition to WHAT children learn the EYFS emphasises the importance of HOW children learn and this is described as The Characteristics of Effective Learning. At Selside we want our children to discover and grow, to develop a positive and confident attitude to learning ensuring they are both physically and emotionally equipped for learning throughout their school life and beyond. In EYFS we expressed this as 4 clear aims:



**Resourcefulness: Sensible Squirrel**

Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.



**Reflectiveness: Wise Owl**

Children are curious, able and willing to learn from their mistakes and can describe their progress.



**Resilience: Tough Tortoise**

Children are prepared to persevere and stay involved in their learning, even when they face challenges.



**Team work: Army ant**

Children are prepared to help each other, work together and share experiences with their friends.

**4.1 Observation, Assessment and Planning**

*“Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.”*

Teaching and Play in the Early Years: A balancing act. Ofsted August 2015

**Planning**

Planning within the EYFS starts with the Long-Term Plans for continuous provision (resources and opportunities that are available all year), an overview of the year which highlights key starting points e.g. festivals, events and seasons and the key experiences, book, stories, songs and rhymes we want children to have during their time in the EYFS.

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Medium Term Plans are written half termly and used by the EYFS teachers as a guide for learning opportunities for the whole class as well as planning how to support those children who will need additional support or greater challenge. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Weekly planning outlines the key adult led activities particularly in phonics, maths and writing all of which link to other areas of learning and development. Planning for provision also provides space for teachers to record their responses to children's own ideas, interests and enquiries. (responsive planning).

### **Observation and Assessment**

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of both what and how children learn is obtained through observation.

At Selside, 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. Staff also take into account observations shared by parents and/or carers.

In Nursery and Reception, Staff review children's progress using the OPAL milestones and provide parents and/or carers with a written summary of the child's development in the 3 prime areas and Maths and English every six months. Our 'Milestone Reviews' highlight the areas in which a child is progressing well and the areas in which additional support is needed. If staff will not wait to review milestones with parents if they have any urgent concerns about a child's progress.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child in their final end of year report. A child may not achieve GLD or a certain early learning goal but this may not be a source of concern if they are demonstrating knowledge, skills and behaviours that are typical for their age and in line with their OPAL Milestones. A Good Level of Development based on the Prime Areas plus Literacy and Maths is used to identify children who may need additional support or greater challenge as they move into Year 1.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **5. Pedagogy: Teaching and Learning**

The EYFS is based upon four principles:

- 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;
- children develop and learn in different ways and at different rates.

Learning through play is an integral part of our Early Years curriculum. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We create opportunities for a

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balance of adult initiated and child-initiated activities across the day. By the end of EYFS the children will experience more structured, adult directed tasks as they prepare for their transition into Year 1.

## 6. A Unique Child

*The image of the child 'rich in potential, strong, powerful, competent, and most of all connected to adults and other children' (Malaguzzi, 1993, p. 10)*

At Selside Primary and Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident, independent and self-assured. They actively seek out relationships and have a strong inbuilt exploratory drive. We also know that children develop in individual ways and at varying rates and that they bring with them their own unique experiences and understanding of the world. During the EYFS, the children are introduced to critical learning habits - to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. The children are taught how to learn, how to become successful learners and how to self-regulate. We tune into children's interests so that we can plan meaningful learning opportunities linked to these interests. We focus on each child's level of well-being and involvement as key indicators of how well our children are doing and the impact that our environment and teaching strategies are having on them.

### Inclusion

Children's attitudes and dispositions to learning are influenced by their school and home environments and so it is vital that from the start we build links with the families. All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children are treated fairly regardless of race, religion or stage of learning. If children are learning English as an additional language, we encourage them to become fluent in their home language with their families, while allowing them space to develop English as an additional language. We support through signs and symbols as well as providing a relaxed play-based learning environment where language grows and develops naturally. We do not group children based on notions of fixed ability. Teachers enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that are based on children's existing knowledge, experience and interests which develops their self-esteem and confidence.
- using a wide range of teaching strategies – small groups, whole class and individualized - based on children's learning needs.
- providing a wide range of opportunities in a well-planned environment to motivate and support children and to help them to learn effectively.
- monitoring children's progress and taking action to provide support and challenge as necessary.

It is vital that all children in the school are safe and develop the skills they need to keep themselves safe. Children are allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world. We have risk assessed our environment and opportunities in order to enable children to provide support and challenge as necessary. It is vital that all children in the school are safe and develop the skills they need to keep themselves safe. Children are allowed to take risks, but need to be taught how to recognize and avoid hazards both in the real and virtual world. We have risk assessed our environment and opportunities in order to enable children to engage in challenging play.

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## 7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers and value the importance of building relationships and communication.

### Induction and Transition

At Selside we provide lots of opportunities to enable a smooth transition when children are starting Nursery and School. Building relationships with parents and children at this time is crucial for children to find their feet and settle quickly into school life. Opportunities we offer for new families:

- Our 'New Starter Booklets' for Nursery and Reception are available on our website to provide essential information when starting at school.
- Our pre-school Toddler group 'Teepee Tots' is run from our school grounds on Friday mornings to bring new families into the school community.
- Each term we offer Stay and Play sessions for prospective children and families to join us in our classroom to get to know staff, children and our school.
- Before a child starts in Nursery or Reception we invite children for a visit morning at school. Parents stay with their child to explore their new surroundings together.
- Staff offer a home visit where they meet the family in their own surroundings to better understand the child's existing interests, family life and pets.
- Once a child starts at school Parents can access their child's online profile on Seesaw

### Communicating with Parents

Seesaw if used as a platform to share and celebrate children's learning journeys and achievements at school, share suggestions of how to enhance learning at home, communicate with parents and for children to share things from home.

Parents and/or carers are kept up to date with their child's progress and development. Parents are invited to 'OPAL Milestone Reviews' every 6 months and receive an end of year report. At the end of Reception the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Staff have an open door policy where parents and message on Seesaw or pop in at the start or end of the school day to ask any questions. Staff aim to ensure that learning and care is tailored to meet each child's needs and offer guidance to parents to enhance their child's development at home. Staff also help families to engage with more specialist support, if appropriate.

## 8. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

Curriculum time is set aside to teach children about good oral hygiene.

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

## 9. Monitoring arrangements

This policy will be reviewed and approved by Laura Corbett and June Lowther every 2 of years.

At every review, the policy will be shared with the governing board.

## List of statutory policies and procedures for the EYFS

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Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy