

EYFS Policy

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EYFS Curriculum - Intent, Implementation and Impact

Intent

At William Patten we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in KS1 and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as confident socially aware and emotional articulate individuals that go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is structured to allow for progression and the development of the knowledge, skills and understanding that children require for success. We embed the right habits for learning through using the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking – as a basis to plan for focus and independent activities.

Although mindful of the Early Learning Goals that children need to be able to demonstrate by the end of Reception, we understand the fundamental role that the core skills of physical development; personal, social and emotional aspects of learning; and confidence in using communication and language skills plays in their overall development. In Nursery, our enabling environment and planned skilful adult interactions support children as they begin to link learning to their play and exploration. As the pupils move into Reception, we design a challenging and engaging curriculum, ensuring high expectations, developing a love of reading, writing and maths and being well prepared for the transition to KS1.

This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through our vibrant indoor and outdoor provision, alongside trips and workshops. Our investment in specialist teachers for music and gymnastics means that children continually receive high quality teaching in these areas.

Implementation

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have well planned and sequenced teaching in English, maths and phonics every day, with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher / TA can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition and retention of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned to allow children to explore learning in both the indoor and outdoor areas. Indoor planning is carefully linked to our focus book / topic of the week and the English and maths focus of the week. The Fred Table and RWI resources allow children to practise the phonics they have learnt during their lessons – reviewing sounds, reading words and 'teaching' their friends to read. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including Understanding the World and Expressive Art and Design as well as to promote sustained thinking and active learning.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc. program, so that they meet good outcomes for reading at the end of Reception and that the vast majority of Y1 children pass the phonics screening check.

Throughout the school we use Jigsaw to teach and develop children's personal, social and emotional aspects of learning. This is a structured program to allow children to understand and use appropriate language to discuss their feelings, resolve conflicts, celebrating differences, to be active and healthy individuals, manage change and to build friendships.

We follow the Maths Mastery approach in Reception (Power Maths) with an emphasis on teaching the key skills of number, calculation and shape so that pupils develop a deep understanding and the acquisition of mathematical vocabulary. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during self-directed activities. Nursery pupils begin to develop these key skills during daily maths session where they explore sorting, quantities, shape, number and counting awareness. They also learn about shape, measure and time.

Our inclusive approach means that all children learn together, by providing quality first teaching. Staff also use 'pinny time' which is a quick, on the spot intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Impact

Our curriculum needs to meet the needs of all our children, including PPG and SEND pupils. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress.

We carefully monitor children's progress in English, maths and RWI and use this information to plan for focus activities that enable children to learn new skills and also to consolidate their learning. We also monitor children's progress in physical development, providing regular FMS intervention if needed. Our enriching curriculum, with a clear focus on quality texts, provides lots of opportunities for children to learn new vocabulary and develop their C&L skills.

We assess children four times a year; on-entry, to provide a meaningful baseline and identify children that need additional support, and at the end of the autumn, spring and summer terms. During each assessment window, teachers update the EYFS tracking sheet to enable children's progress to be monitored and for those children that are at risk of not achieving the Early Learning Goals at the end of Reception, to be quickly identified and additional support put in place. End of term assessments, teacher's observations, children's comments and parent's feedback all contribute to this assessment procedure. Our curriculum and its delivery ensure that children make rapid progress so that we exceed the National and Hackney expectations for GLD at the end of the Reception.

Subject Statement

General

Here at William Patten we passionately believe that children learn best when they are in a secure, happy and caring environment. Children develop quickly in the early years of their lives and their experiences between birth and 5 have a major impact on their future life chances. In the Early Years Foundation Stage (EYFS), we provide a secure foundation through learning opportunities that start from the child's own interests and learning needs. We aim to enthuse and engage the children we teach through motivating and carefully planned indoor and outdoor learning opportunities. We seek to build very positive relationships with parents, as we recognise the role that parents play in their child's development, and we encourage parents to comment on their child's development, identify areas that children are interested in and to contribute to their child's learning profile. Our setting has a balance of adult-led and child-led activities, and we maintain a healthy balance of play-based learning, as this is where children 'make sense' of their learning and practice new skills, and adult taught sessions.

Although we plan for engaging and relevant focus or adult-led activities, we recognise the pivotal role that child-led learning plays in child-development and we therefore provide daily opportunities for child-led learning to occur over extended periods of time.

Here at William Patten we use the Development Matters in the Early Years Foundation Stage Framework (2021) to help plan activities for the children we teach and the Birth to 5 Matters documentation to suggest ways to make enabling environments. The framework is based on seven key features of effective practice:

- That we provide the best possible educational experience for every child.
- That we consistently provide high-quality care.
- That the curriculum is flexible, ambitious and focused on children's interests and needs and that it has a focus on developing children's understanding of key concepts as opposed to providing superficial coverage.
- Pedagogy: we understand that children are powerful learners and that they learn in a variety of ways, hence we promote high-quality play opportunities, adult modelling, guided learning, group work and direct teaching.
- Assessment: checking what children have learnt and using this knowledge to help plan an engaging and effective curriculum and to provide additional support when needed.
- That language development is central to self-regulation and executive function, and that these aspects of learning play a significant role in developing resilience, self-regulation and help children to focus their attention and engagement.
- That we recognise the importance of having strong, supportive and continuous partnership with parents to set the scene for children to thrive in the early years.

The framework is based on 4 guiding principles

- A Unique Child
- Positive Relationships
- Enabling Environments

- Learning and Development

Positive relationships

All children in Nursery and Reception are assigned a key person – the class teacher, a teaching assistant or the Nursery nurse. Parents are informed whom their child's key person is. Key persons are allocated based on relationships the children develop with the adults in the setting. The key person has a special responsibility for a group of children, giving them reassurance to feel safe and cared for. The key person also works hard to build relationships with their parents/carers by engaging and supporting parents/carers with their child's development.

Enabling Environments/ Learning and Development

Here at William Patten the Nursery and Reception classes work closely together. This liaison ensures a smooth transition for those children moving from our William Patten Nursery into our Reception. The team meet biweekly to plan for learning which helps to ensure progression, challenge and continuity of skills in the seven areas of learning in the EYFS curriculum; we believe all areas of learning and development are important and inter-connected. The seven areas of learning are separated into Prime and Specific Areas. The three Prime Areas reflect the key skills and capacities all children need to develop and learn effectively, and so become 'school ready'.

These are:

Communication and Language
Physical Development
Personal, Social and Emotional Development

The Specific Areas through which the prime areas are strengthened and applied are:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

A Unique Child

In planning and guiding children's activities, we reflect on the different ways that children learn and use this to inform our planning and practice. Development Matters in the Early Years outlines three characteristics of effective teaching and learning.

These are:

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

A sound knowledge of the EYFS Curriculum 2021, careful planning and high expectations, coupled with a philosophy based on ensuring the prerequisites of being 'school ready' are paramount in our practice. This results in a supportive, dynamic and stimulating EYFS environment. The wealth of existing evidence is clear that high-quality effective early years

provision has a significant impact on children's social, emotional and cognitive development and is a key factor in improving outcomes for children and families. It narrows the gap between the highest and lowest performers and gives all children the positive start to play and learning that they need. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. This ensures that we can maintain high standards, with attainment well above that of Hackney and National Standards; with more children achieving 'expected' in all areas of the EYFS Profile than nationally.

Teaching and Learning

Both the Nursery and Reception weekly planning includes a balance of meaningful and purposeful play-based adult directed and child-initiated activities. All focus activities are differentiated and carefully matched to the ability and interest of the children in each class. In EYFS, our carpet sessions are focused on communication and language (CL) and English (LIT) and mathematics (MATHS). Carpet sessions last for around 10-15 minutes for Reception children and 10 minutes for Nursery children.

In Reception, children will complete at least one MATHS focus activity and one LIT focus activity per week; these activities are carefully differentiated (either by activity or use of concrete resources) to match the child's interests and abilities.

In Reception, we teach maths using Power Maths, this is a mastery programme designed to spark curiosity and excitement and nurture confidence in maths; it embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts. As part of the planning process, teachers incorporate the teacher slides and use of the pupil activities and resources from the NCETM's 'Mastering Number' programme. This focusses on the key concepts that underpin children's understanding of number and number fluency.

It is expected that as children become more independent, especially during the latter part of the spring term, there will be a gradual shift to more adult-directed activities in preparation for more formal learning in Year 1. Children will also be given further opportunities to work without adult support and in larger groups. Focus activities take place in both the indoor and outdoor learning environments and, although they may focus on MATHS or CL/LIT objectives, cross curricular links are made with a particularly strong focus on developing physical and social skills.

In both Nursery and Reception, we use Topic and Maths Vocabulary Mats to develop children's understanding of and use of key topic vocabulary. By using these vocabulary mats, Bloom's taxonomy of questions in our daily lessons and regular retrieval practice exercises, we strive to bridge the vocabulary gap that exists when children join Nursery or Reception.

Each new topic begins with a recap of the related knowledge from previous topics. This helps children to retrieve what they have learnt in the earlier sequence of the Programme of Study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of topic introduction and children are shown the 'Topic Vocabulary' (TV) Mat. This provides visuals for each word to ensure accessibility to all. This approach also means that children can understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work. The TV Mat is referred to

throughout the topic, displayed on the Learning and Maths walls and a copy is stuck into children's Literacy books.

Within all lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific.

Key Vocabulary is also taught using Word Aware and is revisited on a regular basis.

In Nursery, children are invited to take part in focus activities, related to the week's core book or focus point, however these activities are planned to promote communication and language, physical development and social skills in addition to maths and literacy activities.

Independent activities are carefully planned and clearly linked to the weekly objectives, topic, children's interests and the core book; we aim to ensure that these independent activities are achievable without adult support. Weekly indoor plans are displayed in all classrooms on planning boards.

We use Read Write Inc. (RWI) to teach phonics and reading at William Patten. In Nursery, after the children have settled, we play lots of sound games or 'Fred games' to develop the children's phonological awareness in preparation for learning Set 1 sounds. We ensure that the learning environment is language rich, that specific topic vocabulary is planned for so that children experience appropriate and higher-tier vocabulary throughout the day. We ensure that children listen to a range of high-quality stories, on a daily basis, and that these stories are explored with the children to help them to recognise rhythm, rhyme and language patterns. Core books, songs and nursery rhymes are revisited throughout the year to develop children's understanding, vocabulary and comprehension. We try to ensure that children have very regular opportunities for 'Fred talk' so that they become more able to hear and blend sounds, a precursor to blending when reading.

During the spring term, children start to participate in more formal RWI sessions, where they learn to read two phonemes/graphemes every week. Parents are informed in the weekly newsletter, and via Google Classroom, of the sounds their children will be learning the following week. They also start to learn how to blend these graphemes to read words, using focus oral blending sessions. They are given several opportunities throughout the day, in both the indoor and outdoor learning environments, to consolidate their learning.

In Reception, at the start of the academic year, children are assessed to determine their phonic knowledge and ability to blend sounds. They are then split into groups, according to their baseline RWI assessment, and they are then taught unknown Set 1 sounds, how to orally blend these sounds and how to read simple words containing these sounds. Once children become more confident with these early reading skills, they then start to read RWI Ditty books and RWI Story books. At each phase in the programme the children read carefully matched books that include sounds the children can already read and words the children know. Children are given plenty of opportunities throughout the day, in both the indoor and outdoor learning environments, to consolidate their learning. Regular phonic assessments are made (approximately once every 6 weeks) to monitor progress and this information is used to reorganise RWI groups to make sure that they remain homogeneous, provide the appropriate level of challenge and identify children that need additional RWI intervention.

Core books are used in the Early Years, and these are linked to each half-termly topic. Teachers choose one of the core texts to focus on each week. The core texts are read to children throughout the week and some of the planned activities are linked to that story. The

core texts are either high-quality fiction storybooks, by celebrated children's authors, or non-fiction texts. Staff ensure that other types of books related to the topic, such as non-fiction texts, magazines or comic books are also available for children to read.

In Nursery and Reception, whole class shared reading happens every day. During shared reading sessions, where an adult is reading to the children, a particular focus should be delivered (e.g. story language, comprehension, decoding, high frequency words, characters/settings, rhyming words).

Reading books are changed once a week; children select one book, from the class book box, to take home and share with their parents. In Reception, once children progress onto RWI ditties/storybooks, they will take home their RWI storybook. In addition to these books, during the Autumn 2 term, one Oxford Reading Tree book is sent home every week to complement the child's reading stage.

Children practice name-writing during the daily self-registration sessions. Name writing is a very important part of mark-making and emergent writing; therefore, children should have access to their name cards in various learning areas and be encouraged to use them. We encourage children to write in all areas of learning, so that they can develop confidence, stamina and grapheme/phoneme correspondence and 'see' themselves as a writer. In Nursery, there is a focus on mark-making, letter formation and the development of fine motor skills. In Reception, children complete both independent writing activities as well as literacy focus tasks, where they use their phonic knowledge to sound out their chosen sentence(s).

Assessment

Assessment for Learning

Teachers and teaching assistants observe children during adult-led and child-led activities. These observations are used to inform planning, support assessment and also to share with parents, so that parents can understand the activities that children completed in class and also to provide them with suggestions of how to help continue this at home.

Parents can upload photos to Google Classroom and/or Seesaw to indicate activities that children complete and enjoy at home.

In Reception, children also have an English book, a maths book, a handwriting book, a RWI book where children's writing and mathematical activities, in response to adult-led activities, are recorded.

In Nursery, during the spring 2 half-term children use their RWI notebook, to complete handwriting practice and to practice handwriting skills.

Formative Assessment

Ongoing assessment (formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Teachers will use their baseline assessment, as a starting point to track progress in all areas of learning.

Summative Assessment

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Every child has an electronic assessment tracking sheet, for the seven areas of learning. Teachers will use their observations and their professional judgement to indicate that the child is emerging, developing or working at the expected standard. These assessments are updated termly and are based on the EYFS practitioner's knowledge of the EYFS curriculum 2021, their observations of the child, working with the child across all areas of learning, and their knowledge of where the child is, in relation to the EYFS age-expectations. Each class should have an evidence tracker on display.

The Early Years team is responsible for recording significant observations and 'wow' moments by uploading photos onto Seesaw. These observations are shared with parents, to celebrate children's achievements however they are not a means to record and track progress. In addition to these observations, children will be encouraged to take part in independent writing and maths activities, to support and evaluate children's literacy and maths development. These observations, and the evaluation of independent child-led outcomes, are the basis of the summative assessment process.

On-entry or Baseline Assessment

When a child first starts in the Nursery or in Reception, the EYFS staff complete an on-entry or baseline assessment. This helps to identify the child's stage of development and plan for their next steps. This baseline assessment will help form a judgement about which developmental age the child is functioning in and to input the on-entry levels on the assessment sheets, for all seven areas of learning. Staff use different types of evidence to form the on-entry judgement such as, but not limited to, observations, previous reports, progress checks, school visit parent questionnaires and interviews and day-to-day interactions with the children. This on-entry assessment should be completed within four weeks of the children starting at school, and information should be fed back to the EYFS Lead.

The Reception Baseline NFER Assessment (RBA) is a statutory assessment which schools need to complete within six weeks of children joining Reception. The RBA is a task-based assessment; children use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It is not used to label or track individual pupils, but is instead enables the DfE to monitor school-level progress measures for primary schools which show the progress pupils make from reception until the end of KS2. The EYFS Lead completes the RBA assessments within six weeks of children starting in Reception.

Updating tracking and using assessment data

The EYFS Lead takes responsibility for the termly tracking of assessment data. Following the input of baseline data, each term's data is updated onto an Early Years assessment tracking system. The data is then used to track the progress of groups, suggest additional support that might be needed and help inform teaching priorities. Assessment is monitored and tracked each term by the Early Years Lead.

Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents during one of the three Parents' Evening updates throughout the year or more specific meetings with parents.

Planning and Resources

Long-term planning outlines which topics Nursery and Reception will study during each half-term across the year. This Yearly Curriculum overview links the topics being studied to other school and celebration events throughout the year. Yearly overviews are displayed in all classrooms on planning boards. Early Years long term planning runs on a two-year cycle so there is no repetition of themes or activities, for children moving from our Nursery to Reception. A Curriculum booklet is provided to parents, at the start of the academic year, which outlines the curriculum focus in all areas of learning for the whole year.

Half-termly Planning (Topic Webs) outline the key learning activities and experiences for each half-termly topic. Staff regularly identify areas of need and stages of development, according to formative and summative assessments, and use this information to plan meaningful and motivating experiences in all seven areas of learning. Nursery and Reception teachers plan together and this half-termly planning is then further annotated and differentiated to match the needs, interests and stages of development of the children in each class. Half-termly Topic Webs, explaining coverage and activities in all areas of learning, are emailed to parents at the start of each half-term and they are also displayed on the Parents' Notice Board.

All carpet sessions, indoor and outdoor child-initiated and adult-directed activities, and additional sessions such as PE, Music and Computing are planned weekly. EYFS teachers have biweekly shared planning, preparation and assessment (PPA) time where they discuss children's interests, progress and their developmental needs and use this to inform their planning. Additionally, the whole EYFS team meets weekly to share the forthcoming week's plans and activities. Half-termly Topic Webs and the half-term plans in the curriculum booklet are used as a starting point for weekly plans, as well as information from observations and assessments completed by individual teachers. Core books are used to create a link between experiences and ensure high-quality literature is at the heart of everything we do, and planning is based on themes that connect with this core book. Current planning / timetables / rotas are on display in all classrooms on planning boards. All previous planning is kept on the school shared drive and/or Google drive.

Careful planning ensures that there is progression and developing challenge, in all areas of the EYFS Curriculum, over the course of the academic year. In addition, although Nursery and Reception children have the same topic focus each half-term, the activities that are planned for these year groups differ enormously to allow for children to achieve a Good Level of Development (GLD), by the end of Reception, in accordance with the EYFS Profile.

We have an abundance of resources in EYFS, in both the indoor and outdoor areas, and these are readily available for children to 'choose, use and put away.' Each class has a home corner, where children can re-enact their daily experiences and develop their communication, social and emotional aspects of learning. In the maths, construction and writing areas children can use resources to initiate and continue role-play activities. The use of large-scale outdoor equipment allows children to learn to collaborate, build on each other's ideas and explore the characteristics of learning.

Organisation

Weekly planning indicates the progression of literacy and maths lessons over the course of a week. Plans also indicate the Core Book, key vocabulary and focus activities for a particular day. Visuals (flipcharts, CiP, concrete resources) are used to engage children and develop their understanding and curiosity. Following short, taught carpet sessions small groups of children complete focus activities, whose success criteria is linked to the lesson's learning objective. In Nursery, children will be invited to take part in daily focused activities which are planned to promote communication and language, physical development and social skills in addition to maths and literacy activities.

In Reception, over the course of a week, a child will complete one maths focus activity and one literacy focus activity. Children not taking part in these focus activities have the opportunity to explore the indoor/outdoor areas, where activities are planned which link to the core book and/or learning focus for the week.

Independent activities are carefully planned and clearly linked to the weekly objectives, topic, children's interests, and the core book. Weekly indoor plans are displayed in all classrooms on planning boards.

Once the baseline assessment has been completed, Reception RWI lessons will commence. Teachers follow the William Patten RWI lesson plans and ensure that the lessons are taught at a good pace, to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a very positive and encouraging teaching environment is maintained. Every part of the lesson is modelled by the teacher so that they, and the children, know the purpose of the task. Use of effective partner work, turn-taking and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or grapheme-phoneme knowledge. Teachers demonstrate their enthusiasm and passion in the program, and this has a very positive affect on the teaching and learning environment.

Please use this as a rough guide for how the EYFS day is structured; timings and activities regularly change.

Nursery

8:55- 9:00 Children arrive; hang up their coats etc. self-register.

9:00 Nursery door closes

9:10 Core book and literacy input followed by free-flow and focus activity.

10:45 Fruit time and maths, outside learning and play opportunities.

11:40 PT AM children - free reading, story time and home time at 12:00

Full time children have lunch, from 11:40 until 12:10

12:20 Afternoon PT children arrive; hang up their coats and self-register.

12:30 Outdoor play FT and PT PM children.

13:00 Maths input (and from Spring 2 RWI), followed by free-flow and focus activity

13:45 Storytime, free flow inside/outside

15:00 Free reading, story time and home time at 3:30.

Reception

8:55- 9:00 Children arrive; hang up their coats etc. self-register.
9:00 Reception door closes
9:10 Core book and literacy input followed by free flow inside/outside and focus activity
10:55 Fruit and story time
11:15 RWI lessons
11:50 Movement break, prepare for lunch
12:10 Lunch and lunch playtime.
1:30 Maths input followed by free flow inside/outside and focus activity
2:55 Independent reading, story time, preparation for home time
3:30 Home time

Equal Opportunities

At William Patten Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school works to ensure the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Inclusion

All pupils are entitled to access EYFS resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability.

A range of inclusion strategies, as listed on the school's inclusion planning key, are embedded in practice and teachers are aware of the special educational needs of the children in the EYFS phase, as well as those who have English as an additional language.

Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Role of the Subject Lead

- The EYFS Lead will strive to be well-informed about the Early Years Foundation Stage curriculum and ensure that staff and children are equally aware of the curriculum expectations.
- Develop a philosophy where the EYFS team work together to achieve the best possible outcomes for all children, in relation to raising achievement for EYFS pupils.
- The EYFS Lead will actively promote the aims, policies, equality policies and procedures of the school.

- The EYFS Lead will monitor planning, observations, classrooms and RWI lessons to evaluate the EYFS provision and to also set SMART targets – to promote good practice and enhance the learning environment.
- Devise an Action Plan for EYFS organisation and curriculum as part of the School Improvement Plan.
- Respond to Assessments and other data including EYFS Profiles; set targets on the School Improvement Plan and also for groups of pupils as necessary.
- Ensure good to outstanding progress in all areas of the EYFS curriculum.
- Play a leading role in the whole school events such as special events, book week, visits, and assemblies.
- Ensure the highest possible standards of education for the pupils in EYFS - socially, emotionally, physically, intellectually and aesthetically.
- The EYFS Lead should ensure pupils are welcomed, settle quickly and happily into school life, and make a good start to their school life learning.
- Plan for meetings to help parents and pupils settle their children into Nursery, Reception and to explain the transition process, from Nursery to Reception and Reception to Year 1, to parents.
- The EYFS Lead will ensure that the use of Topic Vocabulary Mats, Blooms Taxonomy questioning, NCTEM and Power Maths planning are fully embedded in the teaching and learning practices at William Patten.
- Welcome new parents and ensure they understand school policies.
- The EYFS Lead will lead staff in assessing pupils according to the EYFS profile and take an active part in promoting Assessment for Learning, good record keeping and assessments in EYFS.
- The EYFS Lead will lead staff meetings, workshops and activities for teachers and support staff to introduce new concepts and activities into the EYFS Phase and to disseminate this information to the wider school.
- Model Lessons and advise staff on good practice.
- The EYFS Lead will monitor the progress of all pupils through rigorous tracking of pupil progress and identification of additional support that some children may need to achieve a GLD at the end of Reception.
- The EYFS Lead will help plan and prepare work for the pupils in accordance with the EYFS and School Policies, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class. Involve the support staff in planning and preparation where appropriate.
- The EYFS Lead will work to build strong effective communications with parents, maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.
- The EYFS Lead will ensure that they maintain an attractive and stimulating interactive learning environment, and to contribute to displays in the school.
- The Lead should provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the Early Learning Goals and the EYFS Profiles.

Parents

In the Foundation Stage, we recognise the pivotal role that parents play in their child's development and how important it is for them to be involved in the EYFS. We consider the partnership between parents and school to be crucial to the development and progress that

a child makes. Parents' views and feedback are valued, and they are encouraged to contribute to their child's learning by uploading photos, work samples or other things of significance to their child's Seesaw/ Google Classroom accounts.

Parents' Evening Meetings

We will hold a Meet the Teacher Meeting, for Nursery and Reception parents, where parents have the opportunity to 'meet' their child's teacher and teaching assistants and also find out facts about the EYFS day. We will also hold Parents' Evening meetings, during the autumn, spring and summer terms, where parents can find out about their child's progress and how to help at home.

Reception parents will also be invited to two RWI meetings; one in autumn, where the teaching of RWI is reviewed and tips on how to help your child start to read are shared, and another meeting in spring where the next stage in the teaching of RWI is explained. Nursery parents are invited to a RWI meeting in spring, where we explain how we teach Set 1 sounds and how parents can support this at home.

School Visits and Settling in

At the start of each academic year, teachers and Early Years educators meet parents and children during scheduled school visits. These meetings ease the transition to starting school considerably as children get to know the teaching staff and can see their classroom and the outside area. Prior to these school visit parents/carers will receive information confirming their child's start date, daily routines, the settling in process and some brief information about the curriculum in the EYFS. Prior to the school visit, parents will complete a brief form relating to their child's name, health, previous setting experiences etc. The information gathered is confidential and not intended to be intrusive.

Nursery and Reception children have a staggered start to help ensure that children settle quickly and have a stress-free start to their Early Years' education.

Newsletters

Each week a newsletter is emailed to parents informing them of important information including activities that children have taken part in during the week, what has been planned for the coming week, any changes to timetabled sessions, weekly homework activities, workshops or special events, ideas for activities to do at home and the RWI sounds being taught that week. Parents are also informed of children selected to be the super achiever of the week. The Early Years Lead writes the weekly newsletter. Parents are sent the newsletter by email.

Parents are informed of their child's progress during Parents' evening meetings and in the annual end -of-year report.

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Policy Review Date: September 2027

EYFS Lead: Maria Sullivan