



EYFS Teaching and Learning Policy

Aims and Objectives

The aim of this policy is to support a rich, interesting, and stimulating learning and teaching environment, an environment that allows children to fully develop their skills and abilities.

Throughout the Early Years Foundation Stage (EYFS), we aim to

- Foster a harmonious atmosphere which supports and promotes self-esteem.
- Build confident communicators.
- Support children's development in all areas of the Early Years curriculum.
- Support every child as an individual.
- Help every child to grow up feeling confident about their own identity, in a spirit of friendship, understanding fairness and the rights of others, valuing diversity, and ready to be a British citizen.

Teaching and Learning

Teaching at Norbridge Primary Academy includes a good balance of adult led and child-initiated learning. Teaching may be whole class, face-to-face with a child or small group of children during the session. Practitioners skilfully plan the learning environment to support children in making progress through child-initiated play. Sometimes, these two approaches over-lap, for example when a child or small group initiate play which is then supported and extended by the practitioner. When practitioners teach children:

- They facilitate opportunities for the child to contribute and to make choices in their learning.
- They scaffold the child's development, to support increasing independence and control.
- They ask questions to check or develop children's understanding.
- They work collaboratively to solve problems and find answers.
- They provide formative feedback to help children to consolidate their learning and extend their exploration and thinking further.

Staffing and Organisation

Norbridge Primary Academy Foundation Stage consists of 3 classes, FS1 (nursery) and FS2 (reception) who work separately across three spaces with a shared outdoor area. When full, FS1 has a maximum of 52 children on role who can attend AM or PM, five days a week. Each



child is entitled to 15 hours nursery education per week in F1 with some children entitled to 30 hours per week. FS2 has a maximum intake of 30 children per class.

In FS1 and FS2, the children have daily opportunities for structured and child led play both indoors and outdoors. This time is supported by teachers, early years practitioners and teaching assistants, who act as facilitators to the child's learning. All members of the Foundation Stage Team are involved in planning, preparation, and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service, and local cluster group training.

Curriculum

Our Foundation Stage follows a personalised curriculum to specifically meet the needs of our children and locality. The model is planned progressively using the Development Matters document which builds upon prior learning. EYFS is based on seven key features of effective practice as set out in Development Matters 2020

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents.

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child



- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning.

Areas of Learning:

The EYFS is made up of three prime areas of learning:

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

There are four specific areas of learning:

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

All seven areas of learning and development are important and interconnected. At Norbridge Primary Academy, children are provided with a range of rich, meaningful first-hand experiences, in which they can explore, think creatively and are active. Our curriculum model provides a well-balanced curriculum and our planning ensures that each child can develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and a mix of adult led and child-initiated learning.

Talk 4 Writing

Norbridge Primary Academy use Talk 4 Writing for Literacy alongside the curriculum. This approach enables the academy to

- identify and close skill gaps



- embed speech and language interventions
- ensure progression for all and clarifying 'Quality First Teaching'
- create a firm, broad base of skill readiness for all aspects of literacy, including Phonics.

Phonics

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. To read and understand texts, children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning. These phonic skills need to be taught systematically and involve a variety e.g. multi-sensory resources for all learners. The teaching of phonics at Norbridge Primary Academy follows the Read Write Inc programme.

In **FS1**, there is a daily focus on pre-phonics skills. Examples of pre-phonics skills are alliteration, rhythm and rhyme and environmental sounds. These will be a focus throughout the EYFS unit to ensure they are ready for the formal phonics programme to begin in the summer term.

In **FS2**, we begin the Read Write Inc programme which will continue into key stage 1 and beyond, as required. At the start of FS2, we carry out an initial phonics baseline assessment to create a clear picture of the children's knowledge and skills.

Our EYFS unit provides strong continuous provision to enable children to repeat, practise and master. Resources enable children to engage in exploratory play with sounds, investigating variations, pattern, rhyme, voice as well as a range of real sounds through active phonics. Read Write Inc resources are used as part of this for fidelity and consistency purposes.

Practitioner's awareness of the opportunities for phonics within the environment will support children's learning, questioning, and sharing experiences are essential for the development of key skills. Children always have access to a range of reading and writing materials in all areas of continuous provision.



Launchpad for Literacy

Launchpad for Literacy is a supplementary toolkit supporting the lowest 20% of children to develop the pre-phonics skills needed to begin their SSP (systematic, synthetic programme). It is a 4-tiered approach which is used as an intervention tool alongside Read, Write Inc. The toolkit provides supportive sessions, further developing children's phonological awareness, auditory memory skills and visual discrimination skills, enabling them to begin to access the Read, Write Inc programme.

Love of Reading

Norbridge Primary Academy promotes a love of reading, this starts from the very start of a child's journey with us. At the start of their journey into FS1, children are given a special

book bag with a high-quality book and resources to take home and read with their family. Books are the key driver throughout our EYFS. High-quality texts are carefully planned to support learning in line with the seven areas of learning. These texts are used to influence enhancement ideas to add into provision for children to reconsolidate their learning and understanding. However, Norbridge Primary Academy ensure that there is a clear balance between reflecting a love of books and children's interests in the environment.

The Importance of the Environment

Environment activities and experiences are arranged to promote independence, build on prior learning, develop sustained shared thinking, and support communication and language skills. An inclusive approach ensures that all children become confident learners regardless of their starting points. A well-balanced timetable allows time for children to engage in a range of purposeful and carefully planned/enhanced activities which link to themes and key interests.

The environment is aesthetically appealing and constantly evolving to reflect current learning across the foundation stage. Challenges in provision reflect key focuses in adult led sessions to support the reconsolidation of learning. Our displays include examples of children's speech where possible and appropriate, and give children opportunities to talk about, review and think about their previous experiences and learning (metacognition). The foundation stage environment at Norbridge Primary Academy is rich in print and children are able to see print in a meaningful context, children are actively encouraged to create their own print for the environment. High quality books are available in every area of the unit that are reflective of the EYFS reading enhanced curriculum however, when learning to



read, Norbridge Primary Academy understands the importance of children reading books that are matched to the systematic, synthetic programme we follow.

Norbridge Primary Academy has adopted the 1 Decision programme to support the delivery of PSED. 1 Decision brings together PSHE Education, emotional literacy and social skills and in a comprehensive scheme of learning. 1 Decision is designed as a whole school approach.

In a natural environment, where children are given time to thoroughly explore their thoughts, feelings, and relationships, they develop understanding of the world and the environment using emotions, imagination and senses.

Assessment

Reception Baseline Assessment (RBA) is carried out within the first six weeks of children starting in FS2. This is a statutory assessment which runs along our observational assessments and practitioner knowledge.

We begin our assessment processes through getting to know each child, using close observation in structured and incidental ways. Practitioner knowledge supports the majority of judgements of children through daily discussions and moderation. Purposeful observations and significant wow moments are recorded and shared with parents and carers via the Tapestry platform and are assessed to indicate the child's level of development. Recorded assessments/observations lead to action for the child, identifying next steps of development. This is a process of formative assessment. Children are involved in this process through their daily discussions, circle times and through their learning journals. They can reflect on their learning and voice their opinions. Tracking assessment systems such as the EYFS RAG allow us to identify children at risk of making poor progress – always remembering that in the early years, progress can be uneven. Staff also identify the more able children (assessed as being ahead of the expected levels of development in EYFS Development Matters) to ensure that we plan rich and stimulating experiences to extend their learning. Progress data is entered into our RAG on entry and in time for specific checkpoints at December, April and June.

We moderate our assessments through internal processes, and through moderation cluster meetings with other schools within the Trust.

Special Educational Needs

Staff will always appropriately modify learning and teaching for children with SEN and/or disabilities. We value each child as a unique individual and are familiar with and meet all the requirements of relevant equal opportunities legislation regarding race, gender and disability. We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through provision that is inclusive to all. Children with



identified Special Educational needs and /or disabilities will have a graduated approach, developed with the support of parents and any involved agencies. Much of the plan will be included on their Provision Map, which enables us to engage with a range of children's needs through regular, planned provision which is additional to the core curriculum. Some children will benefit from additional levels of differentiation and in class support. The SENCO monitors the progress of all children with SEN to ensure that they are benefitting from an appropriate curriculum which enables them to feel safe and secure, and to learn effectively.

Parental Partnership

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in the early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the Foundation Stage curriculum to parents/carers during parent's evenings, 'Stay and Play' sessions and FS1 transition meetings to enable them to understand the value of supporting their child's learning at home.
- Operating an 'open door' policy, whereby parents/carers can come and discuss concerns and developments in an informal manner.
- Sharing children's progress through annotated photographs and observations.
- Encouraging parents/carers to share their child's 'wow' moments.
- Encouraging parents/carers to share pictures of their children's successes at home through the Tapestry platform.
- Inviting male role models to take part in our Dadly challenges.
- Inviting parents/carers to help in the Foundation Stage and to regular Foundation Stage Events.
- Encouraging parents/carers to listen to their child read each night.
- Inviting parents to celebrate their child's successes during regular class and whole school assemblies.
- Discussing individual targets with parents/carers at Parents' evenings (informed by the EYFS overviews)
- Providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and the EYFS assessment overviews.
- Holding child/parent 'Stay and Play' sessions to enable parents/carers to play alongside their child in the Foundation Stage environment.
- Newsletter information.
- Parent/Carer questionnaires.
- X(formerly Twitter) updates.



Transition into FS1

Every child is invited to attend our transition process before starting in the nursery. We see this as vital in building up relationships with our families. During this time information about

the setting is shared and time is allowed for parents/carers to freely ask questions about their child starting at Norbridge Primary Academy. These 'Stay and Play' sessions allow the child and their parent/carer to become familiar with the setting before their starting date. Parents and carers will be given a welcome booklet with all the relevant information regarding their child starting nursery. Children attend a seamless programme of sessions prior to their F1 start date which allows time for discussions with parents/carers, partnership settings and multi agencies if needed.

Transition between FS1 and FS2

At Norbridge Primary Academy, we have a seamless transition into FS2 as the FS1 children have access to the same outdoor provision all year, ensuring they are calm and confident with all teaching staff between the two years. Provision is set up in a way that supports and challenges the developing needs of both FS1 and FS2 to ensure this can be an effective learning space for both. At Norbridge Primary Academy, the Foundation Stage team meet regularly to discuss assessment and induction issues.

Reception to Year 1 Transition

The EYFS Lead and Year 1 teachers work in partnership to make the transition into Year 1 as smooth as possible. At Norbridge Primary Academy, the following takes place.

- Discussions regarding children's attainment levels help group the children appropriately in KS1.
- Individual EYFS observations are passed on to YR1 teachers.
- An EYFS end of year class summary meeting is held with YR 1 teachers.
- Reception children visit their YR1 class and teacher during the end of the summer term for several sessions during the transition process.