# John Perry Primary School




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## Early Years Foundation Stage (EYFS) Teaching and Learning Policy

**January 2025**

**Review January 2027**

## Rationale

The Early Years Foundation Stage (EYFS) is a distinct phase of education which applies to pupils in Nursery and Reception classes. It is characterised by a curriculum, which recognises the needs of very young children to have opportunities to play, explore their environment and develop good models of social behaviour and language.

The EYFS curriculum aims to provide exciting and relevant enrichment opportunities to all pupils regardless of their varied needs and abilities.

To facilitate this, EYFS classes have a higher adult to child ratio than in the rest of the school. The partnership between home and school is a crucial element in children's learning and needs to be formed at the outset. Children come from a wide variety of social, religious and cultural groups and they each should be perceived as valued and unique. All children should feel included, secure and valued.

## Purpose

To create a positive, enriching learning environment which meets the needs of the individual regardless of race, gender, age, ability and special needs and disabilities.

## Guidelines

Practitioners will plan regularly for the long, medium and short term with clear objectives for learning. Planning must be flexible and respond to the children's needs and interests ('planning in the moment').

Teaching and learning is tailored to the needs of our pupils so that learning is meaningful and relevant.

Planning builds upon and values the child's previous knowledge, skills, interests, understanding and experiences. Observation (both planned and incidental) is crucial to this process. Assessment is carried out regularly through observation and the information is used to inform future planning and 'next steps' for each pupil.
(Also see 'assessment guidance')

The DFE Statutory Framework for the Early Years Foundation Stage will be followed and supplemented by other materials according to the needs of the pupils.

Teaching strategies will be varied to include both adult directed and self-initiated (child led) activities to foster independence and promote self-discipline. There should be a balance of opportunities for the child to play and explore freely, and to carry out adult led tasks and activities and to interact with the practitioners.

Through carefully planned lessons, resourcing and continuous provision for self-initiated learning through play, EYFS practitioners will ensure that children work towards the DFE Early Learning Goals. By the end of Reception, our aim is to meet or exceed these goals.

Opportunities are provided for children to learn through 'hands on' activities both indoors and outdoors.

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Play underpins all development and learning for young children. Outdoor play is an essential component of the curriculum. Planning for outdoor play should include activities to promote the development of key skills as well as provide an essential part of being physically active. Outdoor play should take place in all weathers, where safe.

Opportunities are provided to develop social and cognitive skills through indoor and outdoor play. There are daily opportunities for children to develop and extend communication and language skills.

*Staff : child ratios*

As outlined in the *Early Years Foundation Stage Statutory Framework*, section 3, pages 31 and 32, our staffing arrangements must meet the needs of all children and ensure their safety. For children aged three and over in Nursery classes in maintained schools, there must be at least one member of staff for every 13 children. In our Reception classes, there is a minimum of 1 adult for every 15 children.

These ratios help children develop social skills and learning. All EYFS staff (teachers, Nursery nurses, Learning Support Assistants, Midday Assistants and volunteers) work closely with children and build relationships with parents and families. Each class in the EYFS has an assigned practitioner who covers the regular class teacher for PPA time. Each Reception class also has an assigned Midday Assistant (MDA) as their lunchtime key person.

Adults working in the EYFS will share a positive approach to behaviour management and to promoting self-esteem. They must be aware that they are both models and partners in children's learning. We promote the use of emotional regulation through the 'Zones of Regulation', 'The Colour Monster' and the 'Thrive Approach'. Pupils are taught to identify and articulate their emotions from an early age as well as strategies for coping and managing their emotions depending on which 'zone' they are in.

All adults working in the EYFS are offered opportunities for CPD. We work closely with the Local Authority EYFS Advisory team to ensure our practice is relevant and up to date. We also work with the LA and local schools for moderation purposes to ensure accurate assessment.

Taking photos is a vital part of the observation process, and also for sharing experiences with parents/carers and children. Class iPads will be used for these purposes. Students are only allowed to take photographic evidence if it has been agreed by the class teacher. It is not permitted for anyone to take photos using personal phones, cameras or any smart device.

A healthy lifestyle will be promoted through the EYFS curriculum and includes daily fruit snack times. We also plan activities such as a 'healthy eating week', planting vegetables, fruit and vegetables tasting activities, cooking healthy foods, and encouraging children to be physically active for example through PE lessons and daily physical activity outside.

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The EYFS supports and promotes recycling and even very young children in nursery are taught to use recycling bins. All the children are encouraged to grow and look after plants, fruit and vegetables during various EYFS topics.

It is acknowledged that learning takes place in a variety of settings. The parents and families are the first and continuing educators of their children. The EYFS practitioners will seek to build and extend the partnership between home and school through transition visits, Meet the Teacher meetings, curriculum newsletters and information, home-link books, informal and formal meetings such as class assemblies, concerts and Parent-Teacher Consultation evenings. Children and families are encouraged to share news and achievements from outside school including bringing pieces in to share with their teachers and peers.

Children are actively encouraged to talk about their interests, friends and learning. Class floor books are used as a means of revisiting prior learning and will often include the child's comments and work. These observations will help to inform a child's next steps.

Links with local nurseries, pre-schools and play groups help to facilitate a smooth transition for children moving into nursery or reception. Information such as the child's current interests and achievements are shared.

Links are fostered with breakfast and after school clubs to ensure a smooth transition between school and clubs.

Parent support groups and classes are offered to all families, not just those in EYFS, such as Triple P and ESOL (English for speakers of other languages).

A learning environment is provided which is welcoming, stimulating, accessible, challenging, safe and secure.

Annual spending plans will be drawn up to reflect the high frequency of use of EYFS equipment and materials, and the need to develop resources for indoor and outdoor play.

Resources must be organised to ensure that all children have access to all the areas of the curriculum and should be varied according to the planned curriculum focus, or the particular interests/needs of the pupils.

ICT skills will be developed through the use of the class computer, interactive white board, iPads, cameras, Bee-Bots, visualisers and tape recorders etc.
Reception children also have regular access to laptops.

Staff will follow school policies and procedures to support children at each transition between each phase of their education: -

Home/playgroup/preschool/Children's Centres into nursery

Nursery/CC into Reception

Reception into Year One

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Wherever necessary, the EYFS will incorporate support programmes from external agencies e.g. SALT, O.T etc.

**Reviewed January 2025**

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