



HANNAH MORE
PRIMARY SCHOOL

Policy Title: Early Years Foundation Stage

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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 as the foundation for good progress through school and life
- High quality and consistent teaching so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and 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

At Hannah More we have a single Reception class offering 30 full time school places.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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 prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development








The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

In the EYFS at Hannah More we follow an “In the Moment Planning” approach. We are guided by the children’s interests, and we use the children’s ideas in play to inform our future planning. However, we also feel it is important to capitalise on learning opportunities which are presented throughout the year such as the changing seasons and celebrations. We have therefore created an overview with potential learning opportunities identified.

Curriculum Overview:

 Hannah More Primary School	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Jigsaw Theme	Being Me in My World 	Once Upon a time... 	On the move 	Growing and Changing 	Where in the World? 	Changing Me 
Core Texts	The Colour Monster The Gingerbread Man Little Red Riding Hood	Goldilocks and the Three Bears The Three Little Pigs Nativity Story	Superhero Whatever Next Going on a Bear Hunt	The Little Red Hen Jasper's Beanstalk Linda's Surprise	Rosie's Walk The Very Hungry Caterpillar	Billy's Bucket Paper Dolls Bog Baby
Poems (Poetry Basket)	Chop Chop Point hat 5 little pumpkins Cup of Tea	Leaves are falling Breezy Weather Falling Apples	I can build a snowman Popcorn Pancakes A little house	Sliced bread Furry Squirrel A spring wind A little seed Hungry Birdies	I have a little frog 5 little peas Pitter Patter	A little shell Thunderstorm Five Little Owls
White Rose (Number)	Match and Sort Compare Amounts	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Representing numbers to 5 One more one less	Introducing Zero Comparing numbers to 5 Composition of 4 & 5 6, 7, 8	Combining 2 amounts Making pairs Counting to 9 & 10 Comparing numbers to 10 Bonds to 10.	Building numbers beyond 10. Counting patterns beyond 10 Adding more Taking away	Doubling Sharing and grouping Even and odd Deepening understanding Pattern and relationship
Maths through Stories	Dear Zoo Monkey Puzzle The Button Box A Squash and a Squeeze	1,2,3 at the Zoo I'm Number One The Three Little Pigs The Three Billy Goats Gruff Rosie's Walk	None the Number A Squash and a Squeeze Room on the Broom Who sank the boat Balancing Act The Blue Balloon	Simon Sock Jasper's Beanstalk Jack and the Beanstalk Feast for 10 10 Black Dots	One to 10 and Back Again One is a Snail, 10 is a Crab Mr Cowpy's Outing One Ted falls out of Bed	Alison Hubble Two of Everything Double Dave Ness the Nurse What the Ladybird Heard Billy's Bucket
General Themes	Listening Skills Autumn Black History – 'Coming to England'	Diwali Bonfire Night Christmas / Winter	Winter – melting/freezing Lunar New Year	Pattern Fish/Pattern Bugs Spring Planting New Life	Not again, Red Riding Hood Maps	How Many Legs Linda's Hen Summer
Enrichment	Making gingerbread Circle songs / Music	Porridge making Performance	Local Walk Space dome? Soup Making	Chicks Tadpoles Farm trip Baking Bread Fruit creations	Local Area Walk Caterpillars/butterflies	Beach trip Arts Week

4.2

Teaching

Our curriculum overview is based on a core book approach. Each term we introduce the children to two or three core texts. These high-quality texts provide a stimulus and focus for adult-led sessions. The texts are introduced over a week and during the week children will have the opportunity to take part in activities such as cooking, drama and music related to the text. Resources from our input may then be put into the provision to allow children the opportunity to develop or consolidate skills through their play.

Staff plan activities and experiences for children that enable them to develop and learn effectively.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Play

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.” (Statutory Framework for the Early Years Foundation Stage March 2021)

Play is an integral part of children’s learning and at Hannah More, we believe that children learn most effectively in a playful environment. For this reason, most of our day is centred around children’s self-directed play. We encourage children to plan their learning by beginning each independent learning session (“Busy Time”) with some planning time. The children discuss with each other how they plan to use their time, who they will work with and what they will need. We then conclude each “Busy Time” with a review session whereby the children show or describe what they have been doing, any problems they encountered and how or if they overcame them. We also encourage children to think about what they might do next or whether they may continue with their activity during the next “Busy Time”.

During “Busy Time” sessions, the adults act as the facilitators of learning. Planning for these interactions is very much in the moment and means that the learning can go in any direction. Adults use their assessment of each individual child to decide how they will interact. For example, they may play alongside the child, providing a commentary which will support the child with their developing vocabulary. They may also support a child or group of children with their social interactions. Adults will often wait to be invited into a child’s play, however, they may make suggestions about how to do something. This would be very sensitively done and the adult would be careful not to change the child’s intention or take over the play.

Drawing Club:

Following the introduction of a core text, pupils are invited to take part in Drawing Club. Drawing Club is a whole-class session which takes place three times during a week. During first drawing club session the children are encouraged to draw a picture of the character, the second session involves drawing the story setting and the third session invites children to draw their response to a question posed by the teacher such as “how could the Gingerbread Man get across the river safely?”

Story Scribing:

Story telling is a valuable skill and one which is valued at Hannah More. We encourage children to tell their own stories from the beginning of reception. These stories are initially recorded by an adult. The adult sits next to the pupil and records the story exactly as the child dictates. They write the story clearly, modelling the writing process for the child. This allows the child to create a story far beyond their writing ability. Gradually the adult encourages the child to become involved in the writing of their story. The teacher may encourage the child to write sounds, words or sentences, depending on the child’s ability. Story Scribing supports children to develop their confidence and

ambition for writing. As the child moves through the reception year they often want to take more ownership of their writing, often grabbing the pencil themselves and writing it independently.

An important part of the Story Scribing process is acting out the stories. At the end of the day we finish with a story acting session. During this session children sit around a “stage” and the day’s stories are read out by the teacher. The children are invited to take to the stage and take on the role of the characters from each story

Phonics:

Phonics is taught daily using the Little Wandle Revised Letters and Sounds synthetic phonics programme. Children take part in short teacher-led sessions which focus on revising previously learnt graphemes and introduce a new phoneme and corresponding grapheme (GPC). Four GPCs are taught each week. Alongside this the children are taught the skill of blending. This forms the basis of early reading.

The programme provides a full progression through all commonly occurring GPCs, working from simple to more complex, and considering the frequency of their occurrence in the most commonly encountered words. At each appropriate stage, the lesson templates guide teachers through the learning of GPCs, the formation of graphemes, blending for reading, segmenting for writing, progressing to reading and writing simple sentences. The weekly content grids map the introduction, practice and application of each GPC, alongside the controlled learning of tricky words.

The children’s recognition of the GPCs and blending is assessed during the sessions and children at risk of falling behind are quickly identified. The children then access a “keep up” intervention which is delivered daily on a 1:1 basis by the reading LSA.

Cosy Club:

Once the children are able to blend simple CVC words they begin to take part in groups reading sessions. In reception at Hannah More, these sessions are known as “Cosy Club”. Children are provided with a cushion to sit on to promote a comfortable, homely environment. The teacher begins the session by showing the children some flashcards which provide a reminder of previously taught GPCs and invites them to blend to read words which occur in the reading book. Comprehension of these words can also be addressed here. The children are then given a copy of the reading book which they read alongside the rest of their group. The adult moves around the group whilst the children are reading in order to hear each child read and identify next steps for each child.

The children take part in group reading sessions with a familiar adult three times a week. The focus of each of these sessions is slightly different. The first session focuses on decoding, the second on prosody (the use of stress and intonation) and the final session focuses on comprehension. Once the children have completed these sessions, they take their decodable book home to read with a parent/carer.

Mathematics:

In reception at Hannah More, a short whole-class mathematics session is taught four afternoons a week. We follow the White Rose scheme of work NCETM Mastery approach to ensure that the children are taught the essential skills required for KS1. In addition to this, we ensure that the children have the opportunity to develop their mathematical skills during their independent learning time. The use of loose parts throughout the learning environment encourages children to count, order, arrange and measure. Children have access to blocks to encourage large-scale construction and sand and water which provide opportunities for measuring, channelling and transporting. We encourage children to record their mathematical learning using their own methods and focus less on more formal methods of recording. We believe this supports children's understanding of mathematical concepts. The children's "mathematical graphics" are celebrated and may be used as a stimulus for future whole-class mathematics session.

5. Assessment

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This is a statutory assessment which is carried out in accordance with the administration guidance issued by the NFER.

Tapestry:

At Hannah More, 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 use Tapestry as a way of recording whole-class learning and individual observations of children. It is also used to communicate with parents and carers. Parents and/or carers are encouraged to login to Tapestry regularly and staff welcome contributions from home such as photos or comments.

Focus Children:

Every week a small group of children are selected as "focus children". This means that during the week staff work together to observe, teach and document key learning for these children. Following this week, an observation sheet is completed and a short meeting is held with parents/carers to discuss the learning observed and the child's next steps. Every child in the class is a "focus child" at least three times a year.

Summative assessment takes place three times a year. Pupils are assessed using the Birth to Five Matters ranges. For children not yet within their expected range, an action plan is created. This highlights additional support that will be provided for these children during the following term.

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.

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

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child’s progress and development through Tapestry and meetings with staff following their child’s focus week.

At the end of the Reception year, parents are given a report summarising their child’s learning and development throughout the year.

7. Safeguarding and welfare procedures

Safeguarding and child protection procedures at Hannah More are outlined in detail in the school’s Safeguarding and Child Protection Policy which can be found on the school website.

8. Monitoring arrangements

This policy will be reviewed by the EYFS lead in conjunction with the team and approved by the Governing Body every 3 years.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding and Child Protection Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Administering Medicines 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

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for dealing with concerns and complaints	See complaints policy