



# HERNE VIEW CHURCH OF ENGLAND PRIMARY SCHOOL

*including Apple Orchard Pre-School*

## Early Years Foundation Stage (EYFS) Policy

Review Date	Version No	Date of last Review	Changes from last review
Spring 1 2024	2	9 February 2023	Includes reference to guided reading alongside phonics and Tapestry and online communication tool to home.

Date approved by the Board	Chair	Signature
25 January 2024	Guy Adams	

### *Our Vision*

Building for tomorrow, we share knowledge and foster aspirations through acceptance and welcome. We strive to strengthen our connection to the whole community through dignity and respect. Children are the heart of Herne View Primary and we celebrate the worth and uniqueness of all.

'...let your light shine.' Matthew 5:16

Care

Friendship

Respect



## Introduction

Early childhood is the foundation on which children build the rest of their lives. At Herne View, we understand the vital role that the Early Years Foundation Stage (EYFS) plays in laying the secure foundations for future learning and development. At Herne View, we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and are actively developing relationships with feeder settings. We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children. We are passionate about children leading and engrossing themselves in their learning.

At Herne View Church of England Primary School, children can join our Apple Orchard Pre Schools from aged two and join our Reception classes in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We are part of the Early Years Community, which enables us to attend training and cluster meetings. Through this we share good practice, peer to peer support and work together to support the attainment of all our children.

## Our Intent, Implement and Impact Statement for EYFS

### Intent

At Herne View Church of England First School and Apple Orchard Pre-Schools we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence.

We aim for all of our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Year's Curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

We place a huge importance on the warm and positive relationships developed between staff and children, these relationships enable children to feel safe, valued and important. Consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

## Implementation

At Herne View Church of England Primary School and Apple Orchard Pre-Schools we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing opportunity and time for quality interactions between adults and children and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. All children from the age of two explore rhyme and sound discrimination activities. This is supported through the Little Wandle scheme that starts in Pre-school and follows through into school. Children are encouraged to become early readers through enjoyment of books, the systematic teaching of phonics and guided reading. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration.

We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. Our outside areas enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and by taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We have close links with our Early Years Community of Pre-schools and Childminders and carefully plan a comprehensive variety of activities and discussions ensure that transition into school is smooth and settled for children. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents (Reception) receive a Tapestry Observation each week to inform them of the weeks learning and to enable them to discuss and support their children with the learning taking place in school. Parents (Pre-schools) receive weekly challenges/activities focused around the focus area of the week. Curriculum newsletters are sent home each term to inform them of what their child is learning each term and to explain how they can support this at home. Knowledge organisers (Reception) are also sent home to inform parents of the key knowledge and vocabulary of each topic to help them better support their children at home with their learning. Parents enjoy using Tapestry to engage in their child's learning and share experiences and 'Wow' moments from home.

Children confidently share their experiences from home with their peers and teachers at school/Pre-school. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of in depth knowledge of the children acquired through ongoing observation, joint play and assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. They are also used to inform transition discussions with Reception and Year One teachers.

## Extended Curriculum Opportunities

- Children have their work displayed in an art gallery at least every other year and often each year. Children view their work in the local art gallery as part of an exhibition.
- Half termly forest school sessions.
- Children develop a sense of community through many events throughout the year such as designing a carnival float, taking part in umbrella competitions and parading in the children's carnival with the school. Dressing up as a Victorian and taking part in the lantern parade through the town on Victorian evening.
- Children develop their understanding and love of the local environment through half termly forest school sessions where they explore their local environment.
- Children develop their confidence and expressive arts through performances on stage and in our local church The Minster for Harvests festivals and Easter services.
- Wow moments throughout the year and visits from a range of different professions.

## Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Reception and Year 1. Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the Reception year.

Pupils also make good progress toward their age-related expectations both academically and socially, developing a love of learning and confidence in themselves before transitioning into Reception/Year 1. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to the high importance we place on knowing each child, their strengths, areas for development and their interests, our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment and discussions as a team about the children in our settings.

**Date of next review:** September 2024 (or if a change in statutory guidance or legislation EYFS)