EYFS Policy

Vision and Ethos
Through our Early Years Foundation Stage (EYFS), we **intend** to provide children with the best possible start to their school life, providing the foundations upon which their education can be built to enable them to fulfil their potential.

Our Aims:
- To provide a secure, safe, caring and stimulating environment where all children are valued.
- To develop a positive attitude and enjoyment for learning.
- To provide a wide variety of opportunities to learn through play.
- To encourage independence and confidence.
- To work together in partnership with parents and carers, valuing the role that they play.
- To ensure all children make excellent progress in their learning and reach their full potential.

Teaching and Learning in EYFS

The Curriculum
Our EYFS curriculum has been thoughtfully designed to suit the needs of our children, providing them with a wide variety of opportunities and experiences to learn through play. The curriculum has been split into half termly topics to engage children, building upon prior experiences they may have had outside of school and exposing them to new. The scope for learning within these topics is wide and adaptable, enabling children the opportunity to achieve and exceed expectations in all areas of the EYFS curriculum whilst preparing them, and equipping them with necessary knowledge and understanding for the next phase of their educational journey.

The EYFS curriculum is split into 7 areas of learning;

The three **prime areas** of learning, which should underpin the majority of the learning in EYFS and are the best predictors of future academic success, are:
- Communication and Language
- Personal Social and Emotional Development
- Physical Development

The **four specific areas** are:
- Literacy, including reading and writing.
- Mathematics
- Understanding the World
- Expressive arts and Design

Through our curriculum, each of these areas of learning is explicitly planned for throughout each of the half termly topics.
To support and develop children's learning across the curriculum, continuous provision, and enhancements to this, are carefully thought out to ensure that they meet the needs of the children and feed into their natural curiosity and inquisitiveness, encouraging children to ask questions and to explore independently.

Adults within the EYFS are actively involved in children's learning throughout the day. This may be in the form of adult-led sessions with individuals or groups, or as an active facilitator to children's play; challenging and questioning children to further their learning.

All children in the EYFS complete daily adult-led activities.

In **Nursery**, **each day** there is:

- A 10-15 minute adult led phonics session in small groups;
- A 10-15 minute whole class adult led maths session;
- A 10 minute 'Reading Magic' session.
- A 5 minute physical development session, linked to the movements required for later handwriting development.

Each week there are:

- Two whole class teacher led 10-15 minute topic sessions, one introductory session and one review session;
- At least two further small group, adult-led sessions across the week.

In **Reception**, **each day** there is:

- A 20 - 30 minute whole class adult led phonics session;
- A 20 - 30 minute Literacy session, following a 'Pathways to Write' programme.
- A 10- 15 minute PSHE session, following the 'Think Equal' programme.
- A 5 – 10 minute 'Supercodes' session, developing the skills necessary to for gross and fine motor control and handwriting.

Each week there are:

- Two 10-15 minute reading practise sessions in small groups;
- Intervention sessions for children who require additional support;
- One whole class writing session followed by a small group focused task;
- Four 20-30-minute maths sessions including an adult-led session for smaller groups of children;
- Two whole class teacher led 15-20 minute topic sessions;
- One/ two 'Drawing Club' sessions.

Between these sessions children move freely between continuous provision activities and enhancements which support their ongoing learning and the learning that week. It is during this time that adults engage further with children through play to help them learn, practise, transfer and develop the skills, knowledge and understanding of the seven areas of the curriculum.

Reading

At Oakhill we follow the Little Wandle for Letters and Sounds Revised scheme, using the linked Collins Big Cat reading books for home and school. Reading at home is encouraged from the beginning of **Nursery**, where children take home a story book to share with their parent/carer. Parents/carers are expected to share this book with their child at least three times over the course of the week, noting this in their child's home/school reading diary. Children will also be given a wordless book from our reading scheme where they will retell the story to their parent/ carer.

Children in **Reception** take two reading books home, a reading for pleasure book and a phonics book. The child will select their own reading for pleasure book and their parent/ carer will share and read this to them. The second book is matched to the child's phonic ability and the child reads this to their parent/ carer. Once the parent/carer has listened to their child read or has shared the book with them, they note

this in the child's home/school reading diary. This book is changed weekly. Initially the book sent home is a wordless book. As phonics teaching and learning takes place, the reading book sent home is in line with the child's phonic ability.

Children in **Reception** read to an adult twice a week, in small groups, as part of our phonics programme. At the end of each day, in both **Nursery and Reception**, children have story time where they listen to a variety of books being read. This time is also used to encourage and develop speaking and listening skills through active listening, questioning, discussion and rhyme.

Nursery and reception also take opportunities throughout the day to make up simple stories, sentences and class stories. In Reception, once ready, the children attempt to write parts of their stories in small groups.

In the EYFS, children receive certificates for reading at home. These certificates are celebrated in class once children have read 25/50/75/100 books at home with their parent/carer.

Continuous Provision
Continuous provision provides children with the opportunity to independently demonstrate their learning, exploring and consolidating this over a day or a more extended period of time. It allows children to make choices and to initiate play independently or with their peers.

Daily continuous provision activities at Oakhill include:

- Reading
- Maths
- Writing/Mark making
- Small world
- Role play
- Fine and gross motor
- Creative
- Sand and water
- Construction

Enhancements are added to this continuous provision to further support the learning for the week/s. In addition to these areas, children also have access to a topic area and, in **Reception,** a phonics area.

Outdoor Learning
Opportunities for outdoor learning in EYFS are valued and exploited. Being outdoors provides children with more freedom to learn and the ability to take risks, to explore and to become independent. Our daily continuous provision and its enhancements are provided both indoors and outdoors and, in addition to this, children in EYFS take part in a weekly forest school session. This session is explicitly planned to develop confidence, independence and risk taking and helps to support and further develop children's speaking and listening skills. Where possible Forest School sessions are planned to further learning from within the classroom.

Resources
Each year indoor and outdoor resources are audited and reviewed for condition and effectiveness. Gaps in learning provision are identified and required resources are included in the EYFS budgetary bid.

Planning
Maths and English planning is completed weekly and incorporates a revisit and review section to allow children the opportunity to recall previous learning that they can then build upon. A teacher led whole class activity follows this and planning shows learning intentions for follow up adult led activities, and

enhancements to continuous provision. Phonics planning is completed weekly, following the systematic approach of Little Wandle for Letters and Sounds Revised. Topic planning is planned over a half term and adapted accordingly on a weekly basis.

Assessment

At Oakhill we use our professional knowledge of child development and our in-depth knowledge of the children to assess children's current levels of attainment, their important next steps in learning, and any significant barriers to learning progress. As a team, we discuss each child regularly throughout the academic year and reinforce our judgements using a Trust-wide milestones document, alongside non-statutory guidance such as development matters.

Evidence collection is kept to the minimum required, although some evidence will be used to share with parents (through ClassDojo) to stimulate discussion about their child's learning, as well as by the team to aide professional discussion or quality assure judgements. This evidence may include images, videos, sound clips, discussions and observations. At the beginning of each year in EYFS, children are informally observed in order to provide baseline information. This provides class teachers with valuable information to children's capabilities and what their next steps for learning are, which informs future planning and learning episodes. Assessment data is reviewed and altered throughout the year.

Children in Reception also complete the Reception Baseline (RBA) with a familiar adult, within the first few weeks of starting, in line with Government expectations.

Moderation

In-school moderations take place each term, with the class teacher and EYFS Lead Teacher. Judgements and evidence from all staff for children from both Nursery and Reception are also discussed as a team. Evidence is quality assured and standardised across the unit with a focus on a range of Prime and Specific areas over the year.

Inter-school moderation will also take place between the Orchard Community Trust schools at least once each year.

Links with Parents

At Oakhill we value the role that parents and carers play in the life of their child. We look for opportunities to work with families to support learning at home and to involve parents/carers in their child's school life and we have an open door policy, making staff available where possible to discuss any concerns or queries with families. Throughout the year planned 'Learn with Me' sessions take place. At these points, parents are invited into school to take part in a short learning session with their child. Dates for these sessions are sent out at the beginning of each term. Additional parent communication takes place through the class Dojo system, where messages, photos and videos can be shared between school staff and parents/carers, and through Facebook. More formal links between school and home are through parent's meetings twice per year, to discuss progress and development.

Homework

To further enhance the links between school and home, each week parents are provided with a short summary of some of the week's learning and set a home learning challenge for the children to attempt with their families. These activities will vary with opportunities to explore and engage with nature, to be creative, to practise something new learnt and to have fun with their family at home. Children will be given opportunity to talk about this in class, celebrating their achievements. In addition to the completion of this homework, we expect all children to read at home at least three times per week. Homework and reading achievements are celebrated and shared on Class Dojo/ Facebook and in assemblies.

Induction

Induction into school is important and we work hard to ensure that this is as easy for children and their parents/carers as possible. Prior to starting in our EYFS, parents receive a school information pack containing induction times and dates, staff details, key school information and any other necessary administrative information.

All parents are invited to a parent's meeting during the second half of the summer term where further information about the structure of the school day, the classroom environment and the curriculum will be provided. This also allows the opportunity for parents/cares to see the classrooms, meet with school staff and to ask any questions that they may have.

Transition

Transition into **Nursery** begins in July with a number of small group 'Stay and Play' sessions. Each child and their parents/carers are invited to morning or afternoon sessions where they have the opportunity to engage in activities within the classroom and to meet and hold discussions with staff. Children begin their journey at Oakhill with children attending either morning or afternoon sessions without a parent. After these sessions, if children are confident to explore and leave their parents, they begin to attend Nursery full time. If, through discussions between staff and parents/carers, it is felt that children are not ready for full time education they continue with half day sessions before the transition into full time education.

In **Reception**, children's transition takes place in the whole school 'Bump-up' week in July. During designated days all children move into their new Reception class to familiarise themselves with their new classrooms and staff. Children moving to Year One spend time this week with their new teachers in their new classroom, learning what the beginning of Key Stage One will be like.

For further information on phonics and writing in EYFS, please see the phonics and writing policies.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPTEMBER 2027 (MOST RECENT REVISION SEPTEMBER 2025)