

# Early Years Foundation Stage policy

## High Coniscliffe CE Primary School



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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# 1. Introduction

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'*

## Statutory framework for the early years foundation stage 2021

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At High Coniscliffe CE Primary School children are usually admitted to reception in the September following their fourth birthday.

Parents and carers have the right to request that a child's school starting date is delayed by a year if they were born between 1 April and 31 August, and they don't think they're ready to start school in the term after they turn four.

If a request is made to delay a child's school entry, the school has the right to decide whether they can start in Reception a year late, or whether they go straight into Year 1 with their normal age group, missing the whole Reception year.

When deferring a child's school starting date until the term after they turn five the child's individual needs and abilities will be taken into account when making a decision about whether they should be admitted to Reception or Year 1. The decision will be made in the child's best interests.

Early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life.

It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

# 2. Aims

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At High Coniscliffe CE Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Provide quality and consistency in teaching and learning using and valuing what each child can do and assessing their individual needs so that every child makes good progress from their starting point.

- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The curriculum within the Early Years Foundation Stage is planned around four main themes:

<u><a href="#">A Unique Child</a></u>	<u><a href="#">Positive Relationships</a></u>	<u><a href="#">Enabling Environments</a></u>	<u><a href="#">Learning and Development</a></u>
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### [A Unique Child](#)

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

**Inclusion** - We value the diversity of individuals within the school and believe that every child matters. All children within High Coniscliffe CE Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all

social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;

- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

### **Positive Relationships**

We recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### **Parents as Partners**

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

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. The Key person for each child is the class teacher.

Ways in which we ensure that partnerships between home and school are utilised are outlined below:

- Talking to parents/carers before their child starts school at our open afternoon and induction meetings.
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing Reception at High Coniscliffe CE Primary School
- Outlining the school's expectations in the Home-School agreement.
- Inviting parents/carers and children the opportunity to spend time in Reception Class for induction visit(s) before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent meeting early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Parents and/or carers are able to contribute towards their child's learning journal by sharing learning experiences at home. The use of the *Seesaw* app enables two way communication between home and school and valuing the on-going contributions to this from parents/carers.

- Sending home learning activities and children's achievements using *Seesaw* designed to enable parents to share outstanding achievements and encourage discussion about school at home.
- Sharing learning experiences on the class page of our school website as well as sending out termly curriculum newsletters and curriculum reviews.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Offering three parent/teacher meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year, Christmas productions, whole school worship at church and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

**Staff** - Reception – one class teacher and one teaching assistant plus specifically appointed staff to support children with additional needs or activities when necessary. All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. As we are a small school, the children in Reception will soon get to know all members of staff in school.

When children join the Reception Class they are partnered up with a 'buddy'; a child from our Year 6 class, who will support them throughout the year with different activities (for example at lunch times). They are also allocated a 'house team' which they become part of and will interact with children from all year groups; particularly those in their house team in our weekly whole school 'House Team Assembly'.

### Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. The opportunities and resources on offer around the environment are stimulating and provide challenge to further extend learning during child initiated exploration. We refer to our document 'Providing challenge in Continuous Provision' (see appendix 2) when further extending children's learning when accessing continuous provision.

We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and are checked regularly.

Where possible we try to utilise each school's unique environment by using the school grounds to further enhance learning. We also plan visits around the local to further enrich learning.

## Learning and Development

**The EYFS Curriculum** – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children’s learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of EYFS.

Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are called the ‘Prime’ areas.

<b>Three Prime Areas</b>	Personal, Social and Emotional Development	Communication & Language	Physical Development
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Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

<b>Four Specific Areas</b>	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
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Children’s development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any of the prime areas gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child.

Reception pupils also participate in daily phonics sessions, following the guidance in the school’s phonics program. They also participate in handwriting activities.

### Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and ‘have a go’.

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules.

They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

‘When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.’

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

**Learning Environment** -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside area across the day; this has a positive effect on the children’s development. The Foundation Stage has its own outdoor classroom area. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

### 3. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

### 4. Curriculum

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

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

**Planning:** The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use their knowledge of the children, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with daily discrete phonics, reading, handwriting and mathematics directed teaching. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum. The medium term planning is based upon a different topic approaches. Staff also take into account 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, practitioners reflect on the different ways that children learn (characteristics of effective learning) and include these in their practice.

Children will be given the opportunity to learn about the wider world through the link into our whole school long term curriculum. By the time the children have finished their time at school they will have learned all about each of the continents. The continent that the children learn all about in Reception class is Antarctica.

**Observations:** Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning.

Relevant and significant observations are recorded in the class Learning Journeys and/or onto a child’s individual Journal on *Seesaw*. The aim of the Learning Journeys is to:

Celebrate children’s achievements.	Serve as a reminder of the wonderful experiences.	Monitor the skills that children are developing.	Enable staff to plan effectively in order to meet children’s learning needs.
Show children’s progression.	Record children’s viewpoints.	Highlight the discoveries children make.	Support children when they are challenged.

During the academic year in which a child is 5, some materials from the learning journey may be used to support the completion of an EYFS Profile.

An EYFS Profile is a legal document that enables Year 1 teachers to plan an effective, responsive and appropriate curriculum that will continue to meet all children’s needs after they leave the Foundation Stage.

## Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

## 6. Assessment

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. Practitioners also take into account observations shared by parents and/or carers.

A monitoring and assessment cycle is followed throughout the year (See Appendix 3)

During the first half of the autumn term, teachers will carry out the reception baseline assessment, or RBA. The RBA is a short, interactive and practical statutory assessment of each child's early literacy, communication, language and mathematics skills which the government require us to carry out when children begin school. It will be undertaken with your child's class teacher in two ten minute blocks. The child's class teacher will be able to spend quality 1-1 time with each child, getting to know them more. The RBA is not about judging or labelling the children or putting them under any pressure. A child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

The assessment is carried out on an on-line portal with the children using practical equipment to help them. The data from the assessment will only be used by the Department for Education when a child has reached the end of year 6, to provide the baseline to measure the progress of the year group from reception to year 6. The data from the assessment, including numerical scores, is not shared with parents, the children, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level. School will receive a set of statements which provide a narrative description of how your child performed in the assessment.

Alongside the RBA, during the first term in Reception, the teacher will observe the children and carry out informal assessments and these, along with information from a child's pre-school setting allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. It also allows staff to consider the needs of the cohort and adapt the learning environment as necessary.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records and learning journals and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parent meeting.

Throughout the year, the class teacher will track progress towards Early Learning Goals. At each assessment point, a child's level of development is recorded to be emerging, developing or working securely within the Development Matters age-bands. Assessment data is submitted to the Local at the end of the year (EYFSP). The Local Authority are responsible for submitting the school data to DfE. Moderation and monitoring of assessment data will take place throughout the year and will include internal and external moderation and

agreement trialing of judgements. *When making judgements towards EYFSP, staff will refer to exemplification materials by STA.*

The child's next teacher uses this information to make plans for the year ahead. We share this information too at parent meetings and in the end-of-year report. Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by [insert name and role] every [number] of years.

At every review, the policy will be shared with the Governing Body.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions 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
Procedure for dealing with concerns and complaints	See complaints policy

# Appendix 2. Providing Challenge within Continuous Provision

## The role of the Adult

<b>Construction/Creative Area</b>	
<b>What should I observe and make note of?</b>	<b>What is effective practice in this area?</b>
<ul style="list-style-type: none"> <li>• Do the children arrange the materials purposefully?</li> <li>• Do they persevere when they find something difficult?</li> <li>• Can they talk about what they are doing?</li> <li>• Can they access resources freely?</li> <li>• Do they explore how they can combine different materials?</li> <li>• Do they talk about the shapes they can see in their models and the properties of different shapes?</li> <li>• Do they use positional language?</li> <li>• Do the children make plans and follow them?</li> <li>• Is there a theme that emerges from the children's constructions?</li> </ul> <p>Do the experiences on offer challenge and extend the children's thinking?</p>	<ul style="list-style-type: none"> <li>• Encourage children to raise questions and suggest solutions and answers.</li> <li>• Discuss purposes of design and making tasks.</li> <li>• Make links with children's experiences to provide opportunities to design and make things.</li> <li>• Provide a range of construction toys of different sizes and materials, and that fix in a variety of ways.</li> <li>• Help children to develop a problem solving approach.</li> <li>• Give time for children to pursue their learning without interruption, and to return to activities.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Model the safe use of tools.</li> <li>• Model vocabulary and encourage the children to describe their actions.</li> <li>• Ask open-ended questions to stimulate discussion.</li> <li>• Discuss the children's projects supporting them with ideas, plans and adaptations.</li> <li>• Celebrate the children's creativity.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Which materials have you selected? Why?</li> <li>• How are you going to join those resources?</li> <li>• What are you building?</li> <li>• What have you shown on your plan?</li> <li>• How could you adapt/alter/modify/improve it?</li> <li>• How could you make your design safer/stronger/bigger?</li> <li>• What has worked well before?</li> <li>• What will happen if?</li> <li>• Can you make a .....?</li> </ul>

# ICT

<b>What should I observe and make note of?</b>	<b>What is effective practice in this area?</b>
<ul style="list-style-type: none"><li>• Are children able to confidently explore the resources on offer?</li><li>• Do the children apply new skills that have been taught?</li><li>• Are all children able to access the ICT resources?</li><li>• Do the children make decisions about the resources they use?</li><li>• Do the experiences on offer challenge and extend the children's thinking?</li></ul>	<ul style="list-style-type: none"><li>• Provide a range of programmable toys as well as equipment involving ICT.</li><li>• Ensure children are able to access ICT equipment independently.</li><li>• Provide experiences and activities that are challenging but achievable.</li></ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"><li>• Demonstrate how to use equipment safely and effectively.</li><li>• Model use of key vocabulary.</li><li>• Support the children's play using ICT resources.</li><li>• Encourage children to access resources independently.</li><li>• Make observations of the children's learning and interests and use these to plan further experiences.</li></ul>	<ul style="list-style-type: none"><li>• What happened when you .....?</li><li>• Have you used this before? What happened?</li><li>• Why might we use this?</li><li>• Can you load a new game?</li><li>• How can we find out more about?</li><li>• Can you teach your friend?</li><li>• Which button did you press?</li><li>• How do we use the camera?</li><li>• How do you log on?</li><li>• How do you log off?</li><li>• Can you find the letter (?) on the keyboard?</li></ul>

# Investigation

<b>What should I observe and make note of?</b>	<b>What is effective practice?</b>
<ul style="list-style-type: none"> <li>• How do children find out about things in the environment?</li> <li>• How do children investigate everyday objects?</li> <li>• How do children talk about different features of the surroundings?</li> <li>• Do children connect photos to places in the environment?</li> <li>• How children talk about the quality of their environment.</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Give opportunities to record findings.</li> <li>• Provide a range of materials and objects to explore that work in different ways.</li> <li>• Encourage children to speculate.</li> <li>• Provide stories and information books.</li> <li>• Provide stimuli and materials for children to create simple maps and plans.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Model vocabulary and encourage the children to discuss their thinking.</li> <li>• Ask open-ended questions to stimulate discussion.</li> <li>• Model investigative skills and language.</li> <li>• Model the use of books and ICT to research.</li> <li>• Scribe children's thoughts and ideas.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think will happen if .....?</li> <li>• Why did that happen?</li> <li>• What else could we try?</li> <li>• What worked best?</li> <li>• How does it work?</li> <li>• How has it changed?</li> <li>• What does it look/feel/smell/sound like?</li> <li>• How can we record what we have found?</li> <li>• What do we need to try?</li> </ul>

# Reading

<b>What should I observe and make note of?</b>	<b>What is effective practice?</b>
<ul style="list-style-type: none"> <li>• Do the children apply their phonic knowledge when reading?</li> <li>• Do they talk about stories and make links to previous experiences?</li> <li>• Do they understand that non-fiction books can help us find out information?</li> <li>• Are the children interested in texts?</li> <li>• Are the children using the resources on offer to support their play?</li> <li>• Do they handle books carefully?</li> </ul>	<ul style="list-style-type: none"> <li>• Create an attractive book area where children and adults can enjoy books together.</li> <li>• Provide a range of texts.</li> <li>• Create an environment rich in print.</li> <li>• Include home language and bilingual story books and story sessions.</li> <li>• Provide story boards and props which encourage retelling.</li> <li>• Provide story sacks and boxes for use in setting and home.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Share stories, rhymes, poems and non-fiction books with the children.</li> <li>• Tell stories using props, masks and story sacks and support the children to do so.</li> <li>• Model use of book related language.</li> <li>• Model the application of phonic knowledge when reading.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think this book is about?</li> <li>• What do you think might happen in this book?</li> <li>• What will happen next?</li> <li>• How could this story end? Can you alter the ending?</li> <li>• Have you seen a/been to?</li> <li>• Which was your favourite character/part of the story?</li> <li>• Can you tell the story to a friend?</li> <li>• How could we find out more about ....?</li> <li>• What did this book tell us about ....?</li> <li>• Do you recognise any of the sounds, words?</li> <li>• Can you help me read those words?</li> </ul>



# Malleable Materials

What should I observe and make note of?	What is effective practice?
<ul style="list-style-type: none"> <li>• Do the children talk about what they can see and feel?</li> <li>• Can they explain what they are doing and why they have selected a particular tool?</li> <li>• Do they demonstrate an awareness of using tools safely?</li> <li>• Do they persevere when they find something difficult?</li> <li>• Can they talk about what they like/dislike about their work?</li> <li>• Are they beginning to make adaptations?</li> <li>• Do they make decisions about the resources to use?</li> <li>• Do the experiences offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to raise questions and suggest solutions and answers.</li> <li>• Provide a wide range of materials, such as clay that encourage manipulation.</li> <li>• Offer different tools, techniques or materials.</li> <li>• Provide tweezers and tongs for use in play and investigation.</li> </ul>
How can I support children's learning & development?	What <u>key questions</u> can I ask?
<ul style="list-style-type: none"> <li>• Model the safe use of tools.</li> <li>• Model vocabulary and encourage the children to describe their actions.</li> <li>• Ask open-ended questions to stimulate discussion.</li> <li>• Support children to make their own dough.</li> <li>• Discuss the children's projects supporting them with ideas, plans and adaptations.</li> <li>• Celebrate the children's creativity.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What does it feel/smell/look like?</li> <li>• How could you change the shape?</li> <li>• Can you tell me about ....?</li> <li>• Why did you decide to .....?</li> <li>• How could you adapt/alter/modify it?</li> <li>• What tools are you going to use?</li> <li>• What will happen if?</li> <li>• What are you pleased with?</li> <li>• What would you change?</li> </ul>

# Mark Making/Writing

What should I observe and make note of?	What is effective practice?
<ul style="list-style-type: none"> <li>• Are the children confident to explore the materials on offer?</li> <li>• Do they apply their phonic knowledge when writing?</li> <li>• Do they attempt writing for different purposes and talk about what they have written?</li> <li>• Do the children make decisions about the resources they wish to use?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Create writing opportunities linked to the children's play.</li> <li>• Offer mark making equipment in all areas both indoors and outdoors.</li> <li>• Create purposes for independent and group writing.</li> <li>• Provide word banks and other resources to support the use of phonic knowledge.</li> <li>• Provide a variety of writing tools and paper.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
How can I support children's learning & development?	What <u>key questions</u> can I ask?
<ul style="list-style-type: none"> <li>• Model the process of mark making in meaningful contexts.</li> <li>• Model how print can convey meaning.</li> <li>• Support the children to compose sentences, blending and segmenting words.</li> <li>• Introduce and support the use of new vocabulary.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Which resources will you need?</li> <li>• Can you write a list/letter/card/note/story?</li> <li>• Who are you writing to?</li> <li>• Which sounds can you hear?</li> <li>• Can you see the letter you need?</li> <li>• Can you read me what you have written?</li> <li>• Can you find your name card?</li> <li>• Can you help me read those words?</li> </ul>

# Music

<b>What should I observe and make note of?</b>	<b>What is effective practice?</b>
<ul style="list-style-type: none"> <li>• Do the children explore the different ways they can play the instruments?</li> <li>• Can they create different sounds?</li> <li>• Do they use available resources to create a response to the music?</li> <li>• Can they talk about how a piece of music makes them feel?</li> <li>• Do they share preferences for types of music?</li> <li>• Do they make up songs, sound patterns or tunes?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources for the children to create a response to the music with.</li> <li>• Provide a stimulus for imaginative recreation and composition by introducing features in the role play area such as, the sound of rain.</li> <li>• Draw on a wide range of musicians and story tellers from a variety of cultural backgrounds.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Teach children how to use the CD player.</li> <li>• Teach songs and rhymes.</li> <li>• Support children to make up new songs and rhymes.</li> <li>• Explore instruments alongside children.</li> <li>• Model vocabulary used to describe sounds.</li> <li>• Encourage children to talk about likes and dislikes of music.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the music make you feel?</li> <li>• What does it make you think of?</li> <li>• How could you move to the music?</li> <li>• Can you choose the music you would like to dance to?</li> <li>• What kind of music do you listen to at home?</li> <li>• How can you play each instrument?</li> <li>• Can you make a slow/quick/loud/quiet sound?</li> <li>• Can you help to make music for this story?</li> <li>• Can you sing a favourite song?</li> <li>• Can you operate the CD player?</li> </ul>

# Mathematics

<b>What should I observe and make note of?</b>	<b>What is effective practice?</b>
<ul style="list-style-type: none"> <li>• Do children use mathematical language in their play?</li> <li>• Do they make decisions about resources to use to solve problems?</li> <li>• Can they count a set accurately?</li> <li>• Do they explore familiar and new concepts?</li> <li>• Are they able to explain their thinking?</li> <li>• Do they apply their mathematical knowledge to solve problems?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Add numerals to all areas.</li> <li>• Make number games readily available.</li> <li>• Display interesting books about number.</li> <li>• Play games that involve counting.</li> <li>• Use rhymes, songs and stories.</li> <li>• Encourage children to record what they have done.</li> <li>• Provide a wide range of number resources.</li> <li>• Provide a range of natural materials.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Demonstrate how to use equipment.</li> <li>• Model use of mathematical vocabulary.</li> <li>• Create links between children's play in other areas and mathematical resources.</li> <li>• Provide resources that link to children's interests.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What could we try next?</li> <li>• What do you notice?</li> <li>• How could we sort these objects?</li> <li>• How many have you got?</li> <li>• How could we find the total?</li> <li>• How could we record?</li> <li>• Which shapes can you see?</li> <li>• Which number will come next?</li> <li>• Have we made each group equal?</li> <li>• Which object was heavier/longer?</li> <li>• What comes next in the pattern?</li> <li>• How did you work it out?</li> </ul>

# Painting

<b>What should I observe and make note of?</b>	<b>What is effective practice?</b>
<ul style="list-style-type: none"> <li>• Can children mix colours for a planned effect?</li> <li>• Do children experiment to create new effects and textures?</li> <li>• Do children use their imagination to create?</li> <li>• Are children able to talk about their creation?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Support children in expressing opinions.</li> <li>• Provide and organise resources and materials so children can make their own choices in order to express their ideas.</li> <li>• Introduce wood, stone, rock, seaweed, sand for children to feel and discover.</li> <li>• Give time for children to pursue their learning without interruption, and to return to activities.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Help children to gain confidence in their own way of representing ideas.</li> <li>• Talk to children about ways of finding out what they can do with different media.</li> <li>• Alert children to changes in properties of media, talking about what is happening and thinking through cause and effect.</li> <li>• Ask open-ended questions to stimulate discussion.</li> <li>• Celebrate the children's creativity.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What can you do to ...?</li> <li>• How are you going to ....?</li> <li>• What are you going to use?</li> <li>• What colours do you need?</li> <li>• What can you add to it?</li> <li>• How does it feel?</li> <li>• What happens when ...?</li> <li>• What are you painting?</li> <li>• Which tools are you using?</li> </ul>

## Role - Play

What should I observe and make note of?	What is effective practice?
<ul style="list-style-type: none"> <li>• Do the children take on a role?</li> <li>• Do they use vocabulary associated with the role and scenario?</li> <li>• Do they interact with other children in the area?</li> <li>• Are the children able to select resources from other areas to use as props?</li> <li>• Do the children make links between the role play and previous experiences?</li> <li>• Do they understand that print in the role play area conveys meaning?</li> <li>• Do the experiences offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities indoors and outdoors which support the different interests of the children.</li> <li>• Offer a story stimulus by suggesting an imaginary event or set of circumstances.</li> <li>• Resource role play areas with listening and writing equipment and provide easy access to word banks.</li> <li>• Provide for, initiate and join in imaginative and role play.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
How can I support children's learning & development?	What <u>key questions</u> can I ask?
<ul style="list-style-type: none"> <li>• Interact with children, modelling the play.</li> <li>• Support children to develop a storyline.</li> <li>• Support children to negotiate roles and scenarios.</li> <li>• Talk to the children about their previous experiences.</li> <li>• Use stories, information books, photographs, ICT to stimulate discussion.</li> <li>• Model reading and mark making in context.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think we might need to create ....?</li> <li>• Have you ever been/seen?</li> <li>• Which character are you going to be?</li> <li>• What might happen next?</li> <li>• Can you write a list/card/menu/letter?</li> <li>• Can you help me read this poster/find some information about?</li> </ul>

# Sand

<b>What should I observe and make note of?</b>	<b>What is effective practice?</b>
<ul style="list-style-type: none"> <li>• Do children examine objects and materials in a variety of ways?</li> <li>• Are children accessing resources freely?</li> <li>• Are children making links in their learning?</li> <li>• Are the children able to solve practical problems?</li> <li>• Are the children able to create a scenario for the resources on offer?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a range of objects that work in different ways.</li> <li>• Set up collaborative tasks helping children to talk it through.</li> <li>• Provide natural resources for children to sort, match and make patterns with.</li> <li>• Provide resources in varying shapes and sizes.</li> <li>• Leave stories and rhymes for the children to re-enact.</li> <li>• Give time for children to pursue their learning without interruption, and to return to activities.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Model use of equipment.</li> <li>• Model related language of number, size, shape, properties of sand.</li> <li>• Encourage children to solve problems.</li> <li>• Encourage children to create scenarios and backgrounds to a role play – beach, building site.</li> <li>• Encourage children to retell or imagine.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What will happen if...?</li> <li>• Tell me how it feels</li> <li>• How can we find out ...?</li> <li>• Which holds the most/least?</li> <li>• How did you sort the objects?</li> <li>• What criteria did you use to sort?</li> <li>• Tell me about your pattern</li> <li>• Can you retell the story of ....?</li> <li>• What do we need to do?</li> </ul>

## Small World/Imaginary Play

What should I observe and make note of?	What is effective practice?
<ul style="list-style-type: none"> <li>• Are the children able to create a scenario for the resources on offer?</li> <li>• Are children able to access resources freely and to move resources from one area to another?</li> <li>• Do children talk about the different features of the surroundings or area they have created?</li> <li>• Do children use photographs and books to inspire and create suitable environments for the resources on offer?</li> <li>• Do children express their thoughts and attitudes to differences in skin colour?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Give time for children to pursue their learning without interruption, and to return to activities.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> <li>• Provide reference material for children to use past and present.</li> <li>• Provide stories to help children make sense of different environments.</li> <li>• Give children opportunities to design attractive environments.</li> <li>• Provide books that show a range of languages, dress and customs.</li> </ul>
How can I support children's learning & development?	What <u>key questions</u> can I ask?
<ul style="list-style-type: none"> <li>• Encourage children to retell or imagine.</li> <li>• Encourage children to use the resources creatively.</li> <li>• Encourage the use of books to inspire or gain information.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you create an ...?</li> <li>• What are these people/animals doing?</li> <li>• Where are these people/animals going?</li> <li>• Who would live here?</li> <li>• What have you used to create this?</li> <li>• Can we think of a story?</li> <li>• Can you help me write a label/sign/story?</li> </ul>



## Technology/Creative

What should I observe and make note of?	What is effective practice?
<ul style="list-style-type: none"> <li>• Do the children arrange the materials purposefully?</li> <li>• Do they persevere when they find something difficult?</li> <li>• Can they talk about what they are doing?</li> <li>• Can they access resources freely?</li> <li>• Do they explore how they can combine different materials?</li> <li>• Do they talk about the shapes they can see in their models and the properties of different shapes?</li> <li>• Do they use positional language?</li> <li>• Do the children make plans and follow them?</li> <li>• Do the experiences offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Support children in expressing opinions and introducing language.</li> <li>• Organise materials and resources to enable choice.</li> <li>• Discuss purposes of design and making tasks.</li> <li>• Make links with children's experiences to provide opportunities to design and make things.</li> <li>• Help children to develop a problem solving approach.</li> <li>• Give time for children to pursue their learning without interruption, and to return to activities.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
How can I support children's learning & development?	What <u>key questions</u> can I ask?
<ul style="list-style-type: none"> <li>• Model the safe use of tools.</li> <li>• Model vocabulary and encourage the children to describe their actions.</li> <li>• Ask open-ended questions to stimulate discussion.</li> <li>• Discuss the children's projects supporting them with ideas, plans and adaptations.</li> <li>• Celebrate the children's creativity.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Which materials have you selected? Why?</li> <li>• How are you going to join those resources?</li> <li>• How could you adapt/alter/modify/improve it?</li> <li>• What will happen if?</li> <li>• Can you make a .....?</li> <li>• Can you tell me about your model/collage/picture?</li> <li>• How does it feel?</li> <li>• Is there anything you would change?</li> </ul>

# Water

<b>What should I observe and make note of?</b>	<b>What is effective practice?</b>
<ul style="list-style-type: none"> <li>• Are children accessing resources freely?</li> <li>• Are children making links in their learning?</li> <li>• Are the children able to solve practical problems?</li> <li>• Are the children able to create a scenario for the resources on offer?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a range of objects that work in different ways.</li> <li>• Set up collaborative tasks helping children to talk it through.</li> <li>• Provide natural resources for children to sort and match.</li> <li>• Provide resources in varying shapes and sizes.</li> <li>• Leave stories and rhymes for the children to re-enact.</li> <li>• Give time for children to pursue their learning without interruption, and to return to activities.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> </ul>
<b>How can I support children's learning &amp; development?</b>	<b>What <u>key questions</u> can I ask?</b>
<ul style="list-style-type: none"> <li>• Model use of equipment.</li> <li>• Model related language of number, size, shape, quantities, properties of water.</li> <li>• Encourage children to describe the sound of water.</li> <li>• Encourage children to solve problems.</li> <li>• Encourage children to retell or imagine.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• What will happen if....?</li> <li>• How can we find out ...?</li> <li>• Which holds the most/least?</li> <li>• Can you retell the story of ....?</li> <li>• What do we need to do?</li> <li>• What does it sound like?</li> <li>• What happens when?</li> </ul>

# Appendix 3: EYFS Monitoring Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment</b>	- The RBA to be completed within the first 6 weeks of Autumn Term  - Class teacher to use tracking grids to highlight attainment on entry in the 17 areas of learning	- At the end of Autumn term class teacher to transfer assessment information onto FFT	- Class teacher to use tracking grids to highlight attainment to track progress towards ELG's	- At the end of Spring term class teacher to transfer assessment information onto FFT	- Class teacher to use tracking grids to highlight attainment to track progress towards ELG's	Class teacher to submit EYFSP assessment data for review by SLT before being submitted to LA. <b>Date TBC</b>
	<p>Class Teacher to track progress towards Early Learning Goals using Development Matters Grids by highlighting statements and updating grids throughout the year and at least half-termy.</p> <p>Attainment and progress in Phonics, English &amp; Mathematics will be reviewed each half-term.</p>					
<b>Monitoring</b>	- SLT to meet with class teacher to review evidence towards Baseline assessment and monitor baseline judgements  - SLT to input baseline assessments onto FFT	<p>SCRUTINY OF LEARNING</p> <p>- SLT to review learning journals, Maths &amp; Phonics/English books (along with any other evidence) and review progress from baseline assessments</p> <p><b>WB 5/12/22</b></p>	- Pupil Progress Meeting at Start of Spring Term to review Autumn Term progress with class teacher  <b>Performance Management</b>	<p>SCRUTINY OF LEARNING</p> <p>- SLT to review learning journals, Maths &amp; Phonics/English books (along with any other evidence) and review progress</p> <p><b>WB 6/3/22</b></p>	- Pupil Progress Meeting at Start of Summer Term to review Spring Term progress with class teacher  <b>WB 1/05/22</b>	- SLT to meet with class teacher to review evidence towards EYFSP and monitor judgements  - SLT to review and send EYFSP assessment data to LA  - SLT to input EYFSP Data onto FFT
	Learning walks to take place throughout the year. Lesson Observations to take place as part of Performance Management Cycle.					
<b>Moderation</b>	- Moderation of Baseline Assessments with partner school and small group cluster.	- Agreement trialling with partner school and small group cluster. FOCUS: High/Middle/Low attainment	- Agreement trialling with partner school and small group cluster. FOCUS: Mathematics	- Agreement trialling with partner school and small group cluster. FOCUS: English	- Agreement trialling with partner school and small group cluster. FOCUS: Working at ELG	- Internal Moderation of EYFSP assessment data and judgements
	Class teacher to attend Local Authority cluster meetings as they occur throughout the year to keep up to date with statutory requirements/updates as well as take part in agreement trialling with other Darlington Schools and schools within The Melrose Learning Trust. Staff will refer to exemplification material produced by STA when making judgements towards ELG's.					