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# EYFS Policy

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**EYFS Lead** Mrs T Squires

## Change Log:

Date	By Who	Comment
July 2024	S. Baker	Name change to EYFS lead
July 2025	S. Baker	Policy reviewed

# Early Years Foundation Stage (EYFS) Policy

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## Whole school aims

At Cape Primary School, we endeavour to develop each child's self esteem and confidence and enable them to become active and valued members of the community. This will be addressed through the following aims:

### Standards

We encourage every child to aim for their very best, attain the highest possible standards and make good progress in relation to their prior attainment in all areas.

We insist upon high standards of –

Work  
Behaviour  
Attendance  
Uniform

### Quality

We provide an environment where children are encouraged to become independent learners through a range of teaching and learning strategies. We aim to provide pupils with teaching and learning opportunities of the highest quality and a curriculum that fulfils the requirements of the National Curriculum and meets their individual needs.

### Efficiency

We try to ensure that the children have the best, most stimulating resources available. We plan realistically and use the school resources efficiently to ensure good value for money from the funds available.

### Ethos

We value, respect and care for each other, our resources and our environment. We help the pupils develop their spiritual, moral, social and cultural understanding and to achieve good standards in their relationships.

Our children come to Cape with rich and varied learning experiences; it is therefore our role to ensure:

- All members of our staff are committed to the welfare and education of our children.
- We provide a safe, attractive, stimulating environment in which children are encouraged to develop personally, socially and cognitively.
- We seek to provide all children with equal access and opportunities regardless of gender, ethnic origin, Special Needs and competence in English.
- All children will be given the opportunity to:-

**a)** develop their full potential, with a self esteem to enable them to become effective and independent learners

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- b)** foster positive attitudes to human difference
- c)** develop awareness and respect for culture, race and religion
- d)** develop without prejudice, without stereotyping and without discrimination
- e)** develop a lifelong love of learning

## **EYFS Philosophy**

At Cape Primary School, we believe that children in the EYFS need to experience a wide variety of first hand, practical learning opportunities to enable them to develop to their full potential.

We aim to provide a secure, enjoyable and caring educational environment where each and every child feels valued. We ensure continuity between Nursery and Reception so that children can build on skills already developed and follow routines that flow with their needs and with which they feel safe and confident throughout their Early Years, in preparation for their future years in school.

“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)

### **We will:**

- 🌀 Provide a happy, caring, secure environment where children feel valued;
- 🌀 Build on what our children already know and can do and provide new and exciting experiences that challenge, develop and stimulate their thinking;
- 🌀 Provide a rich and stimulating and aesthetically pleasing learning environment that is committed to raising standards;
- 🌀 Develop parents as partners, parents are a child’s first educator we aim to ensure parents are involved in their child’s learning;
- 🌀 Promote self esteem and independence through praise and celebration of achievements;
- 🌀 Ensure that no child is excluded or disadvantaged;
- 🌀 Offer a structure for learning that has a range of starting points, matches the needs of all children and provides opportunity for learning both indoors and outdoors; 🌀 Deliver a curriculum that supports, fosters and promotes children’s:
  - social skills;
  - attention skills, persistence and a positive attitude to learning;
  - language and communication;
  - reading and writing skills;
  - mathematical skills;
  - knowledge and understanding of the world; -
  - physical development; -creative development.Which encompass the Early Learning Goals set out by the DFE.

## **A Unique Child Admission Policy**

### **Nursery**

We are able to offer 39 places in the morning and 39 in the afternoon. Places are allocated on a part-time basis. Children starting in the September, attend the afternoon session each weekday. Then those children who are eligible to start the term after their third birthday, are offered a morning session and will join as an N1, completing 5 terms in Nursery. Once offered a place, children are expected to attend regularly.

The following categories guide our decision-making when a place becomes vacant. Priority is given to:

- a. Children referred by psychological, welfare or medical agencies;
- b. Children from overcrowded or poor housing conditions;
- c. Children from one-parent homes or where a parent is ill or disabled;
- d. Children who have reached their fourth birthday;
- e. Children registered on the waiting list.

We try to be as fair as possible. The child's needs come first. The criteria for a Nursery place is not influenced by the child's future school.

### **Reception**

We are a three form entry Reception with an intake of up to 90 children. All children start in the September in the school year they will be 5. The 2021-2022 and 2022-2023 academic years have seen a low birth rate, resulting in two form entry.

For admission into Reception, the school follows the Borough Admission Policy.

- Parents must register their child in the October of the year in which the child becomes 4 years old.
- Parents are notified of the outcome of their registration prior to their admission to Reception
- Attendance at Nursery does not guarantee admission to school, separate procedures apply
- Places at Reception are allocated on the basis of the following priorities:
  - a) To children for whom the school is the most suitable available school to meet either the child's special educational needs as identified on a statutory statement of special educational needs or other medical needs of the child
  - b) To children who have a brother or sister already at the school who will still be attending the school at the time of entry
  - c) On the basis of proximity.

## **Organisation**

### **Nursery**

The children either attend the:

Morning session - 8.30am - 11.30am or  
Afternoon session - 12.30pm - 3.30pm

### **Reception**

Reception children attend full time from 8.45 am until 3.30 pm. Lunchtime is from 11.45am until 12.30pm.

The children belong to one of two classes. At all times, the teacher will retain overall responsibility for the children and will provide appropriate leadership. It is the teacher's responsibility to ensure that:-

- Specific procedures are known – First Aid, Safety, and Confidentiality.
- The purpose and expected outcome of tasks are known.
- Discussions are arranged to review and plan the progress of individual children.

Specific arrangements are made to introduce the children to, what may be, difficult routines that they need to adjust to, for example lunchtimes and assemblies.

## **Special Educational Needs**

### **Identification**

In the EYFS, we believe that every child should receive appropriate provision to ensure that they make the best possible start to their school life, including children who are deemed to have Special Educational Needs.

In Nursery and Reception, we follow the same procedures for identifying and meeting special needs that are outlined in the DFE Code of Practice and in our School Special Needs Policy. We identify children experiencing difficulties through a variety of ways but primarily:

- Sensitive observations -
- Discussion with other staff -

Consultation with parents.

Refer to school's Special Needs policy for further details.

### **Other Agencies**

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In the interest of the children and/or because of the nature of some of their needs, we have good relationships with many support agencies. We have regular contact with:

Speech and Language Therapy Service  
School Psychology Service  
Pre-School Special Needs Service  
Occupational Therapy  
Physiotherapy  
Social Services  
Health Visitor  
School Nurse/Health Advisor  
Multi-cultural Support Services

## **Admission arrangements for children with Special Needs**

At Cape, we admit children under the terms of the Sandwell LEA arrangements governing Primary admission. All children have equal access under the policy and every effort is made to secure full integration of Special Needs children. Although built on a gradient, the school has made provision over the years for wheelchair access to all main areas.

Refer to the schools Special Needs Policy.

## **Equal Opportunities**

At Cape, we aim to develop the full potential of each child. Within the EYFS, we work closely with other agencies to identify and develop children with special needs.

In Reception, we have members of staff who deliver Speech Therapy Programmes and work with children who have special needs. "Passports" are devised and reviewed for any children known or identified as having significant special needs.

For many of our children, English is their second language. Additional support is provided to target the needs of ethnic minority children. Bilingual staff are available to assist children and parents.

The policy reinforces the school's belief in equal access and entitlement for all children regardless of race, gender, religion or ability as set out in the school's Equal Opportunities Policy.

## **Safeguarding**

Refer to the school's Child Protection policy. Staff have attended relevant training.

## **Acceptable Use of Mobile Phones, Cameras and Recording Devices.**

This policy applies to all areas of the School but has particular application to the Early Years Foundation Settings.

Mobile Phones: All staff must ensure that their mobile phones, personal cameras and recording devices are left in a secure locker during working hours. If any staff member has an emergency

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which requires them to keep their mobile close at hand, they should consult with the Head Teacher or DSL and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting where possible i.e. staff room or office. There are many occasions at which staff are required to carry a mobile phone – away matches, games on outlying pitches and off-site trips. On these, a School nominated mobile phone should be used. If these are not available for any reason, then the staff personal phone number should be logged with the DSL/EYDSL or Head Teacher. Staff should not give out personal mobile numbers to pupils or parents/carers and be aware of the advice on minimising risk through electronic communication with pupils above.

Cameras:

Children should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by the school. Parents indicate their consent to the above if they do not opt-out of this as designated in the School's Terms & Conditions of entry. Parents have the right of access to records holding visual images of their child. Only a School camera or iPad should be used to take any photo within the setting or on outings. Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress. All staff are responsible for the location of their classroom assigned camera/iPad. Images taken and stored on the camera must be downloaded as soon as practicable. Images should be downloaded to an approved network folder designated by the IT Manager. Images may only be uploaded to the school website by authorised staff and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook. Under no circumstances must cameras of any kind be taken into bathrooms or boarding areas without prior consultation with the DSL or Head. In this event, staff should be supervised whilst carrying out this activity. At all times the camera must be placed in a prominent place where it can be seen. It is the responsibility of all members of staff to be vigilant and report any concerns to the DSL, or Head Teacher. Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policies.

## **Premises and security**

The external doors to the building have security locks and are only accessible by members of staff. Visitors are signed in at the school's main entrance.

There is secure arrival and departure systems in place to ensure all children are kept safe. Staff attend to all doors to make sure that children only leave with an appropriate adult. If another adult is to collect the child, then parents are expected to inform us first. If an unknown adult arrives to collect a child – then the parents are contacted by telephone first to ensure that this is ok.

## **Outings**

Outings are well planned in advance. Whilst the renewed framework states risk assessments are no longer required in writing, staff must assess the nature of the risk when taking children on outings. At Cape we believe a written risk assessment should form part of any educational visit and therefore staff complete detailed risk assessments prior to each visit. Parental permission is obtained for all children before taking them on visits.

## **Medicines, illnesses and injuries**

Please refer to the main school policy.

## **Transition**

### **Starting Nursery**

Parents are encouraged to ensure their child is toilet trained on entry to Nursery. However, our policy regarding toileting and incontinence is in place to support families where this is not the case. When a child is due to start Nursery, the parents will be contacted and invited into Nursery for a pre-nursery visit. Prior to starting Nursery, all appropriate forms for their child will be completed and the child's Birth Certificate will be seen. The parents will then be given several dates when they will be able to bring their child into Nursery and stay with them to meet the staff, other children and to get to know the environment.

### **Starting Reception**

In July prior to starting school, the children are invited to a 'stay and play' session to meet the class teacher and familiarise themselves with the setting. Parents are given a welcome booklet and a start/admission date for entry in September. Children also receive a welcome booklet, a set of activities to complete with parents over the holiday and bring to school in September. In September there is a formal parents meeting in order to:

- a) Meet the Headteacher;
- b) Be informed of the day to day organisation of Reception;
- c) Given a school prospectus and guided to specific relevant information in it;
- d) Given a tour of the unit;
- e) Informed of arrangements for reporting to parents;
- f) Notified of further meetings to be held once their child has started school.

Any parent, who is unable to attend this meeting, is welcome to see Reception staff to arrange a time more appropriate for them.

In October all parents are invited to a 'learning together day' for a meeting with the class teacher in order to talk about the child and answer some questions about the child.

### **Transition to Year One**

Parents are notified in the Summer Term of the teacher their child will have in Year 1 and during the Summer term; normal school transition procedures are followed to ensure information is passed on to the child's next teacher.

## **Positive Relationships**

### **Parents as Partners**

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We acknowledge and value the fact that parents are a child's first educator and they have a unique understanding of their child. We are committed to building positive relationships with parents to ensure an effective home-school partnership, which we believe is essential for each child to develop fully. At Cape, we aim to create a welcoming atmosphere for all parents.

We actively aim to involve parents in their child's learning and we appreciate how significantly they can influence their child's performance.

Throughout their time in the Nursery, we encourage parents to bring children into the building at the start of a session and help to settle them. We value the information parents can give us about their child, and try to ensure that we speak to all parents regularly to maintain the exchange of information and develop a positive relationship. Parents are encouraged to contribute to their child's learning journey during learning together days.

We invite parents into Nursery and Reception for learning together days; this provides the opportunity to discuss progress and to see the learning journey folders. In the Early Years parents are invited to a stay and play workshop on a regular basis, so that they can see some of the things the children do.

A parent voice questionnaire is sent out each half term to allow parents to contribute to the overall picture of their child.

In Reception and Nursery, we try to keep in regular contact with parents through curriculum newsletters, and we also provide several booklets and leaflets to help explain how parents can help at home.

Once a year in the Summer Term, all Reception parents receive a formal School Report. In Nursery, parents receive a '2 stars and a wish' style report.

## **Behaviour and Discipline**

In the Foundation Stage, we encourage, reward and expect good behaviour. We praise children whenever possible and provide good models for them to follow. We follow the school's policy of assertive discipline in school.

We have a variety of stickers to reward good behaviour and use positive language as far as possible. If behaviour does give cause for concern, we make it clear to the child that it is the behaviour that is causing disapproval to minimise any feelings of rejection. We try to encourage the child to identify what would have been appropriate behaviour. We try to ensure that sanctions are always the same for the same behaviour.

Parents are involved if we feel that a child is developing a pattern of inappropriate behaviour. Other colleagues are consulted so that a consistent approach can be developed.

Please see the School Behaviour Policy for further details.

## **Learning and Development**

The EYFS framework is used to develop and guide our policies and practice to ensure that all children receive an appropriate play based approach to learning that meets their individual needs.

The Early Years Foundation Stage is from birth to 5 (the end of a child's time in Reception.)

There are four guiding principles that shape practice in our Early Years setting. We follow the overarching principles of the statutory framework for EYFS 2021 Four guiding principles should shape practice in early years settings.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

There are 7 Educational Programmes set out in the EYFS framework, 3 prime and 4 specific – they recognise that children develop and learn in different ways and at different rates:

- Personal, Social and Emotional Development (PRIME)
- Physical Development (PRIME)
- Communication & Language (PRIME)
- Literacy (SPECIFIC)
- Mathematics (SPECIFIC)
- Understanding the World (SPECIFIC)
- Expressive Arts & Design (SPECIFIC)

All areas of learning and development are equally important and inter-connected. None of the areas can be delivered in isolation from the others. They depend on each other to support a rounded approach to child development. All areas are delivered through planned, purposeful play, challenging and enjoyable experiences, with a balance of adult-directed and child-initiated activities.

### **Personal, Social and Emotional Development**

We aim to encourage and support the children within a secure environment; staff provide routines that flow with the needs of the children, share clear expectations with the children and demonstrate good role models by their positive and caring attitude.

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We aim to encourage the children to gain independence and confidence with the self-help skills of dressing and toileting. In addition, we aim to develop positive attitudes towards a healthy and active life style along with personal hygiene and oral health.

**Personal, Social and Emotional development is about:**

- Making relationships
- Sense of self
- Understanding emotions

**Attitudes we will encourage are:**

- Valuing self and others
- Respect for one's self and others
- Co-operation
- Independence
- Confidence
- Responsibility
- Empathy
- Motivation
- Excitement to learn
- Interest
- Perseverance
- Autonomy
- Self-regulation
- Healthy, active lifestyle

**We will help children to understand:**

- The needs, views and feelings of themselves and others
- Acceptable social behaviour
- The significance of living things
- Ourselves in relation to the world around us
- The fact that actions have consequences
- Fairness and justice
- How to be healthy
- The importance of good hygiene and oral hygiene

**We will help to develop skills which will enable a child to: -**

- Form relationships with adults and other children
- Co-operate
- Function as part of a group
- Concentrate
- Take turns and share
- Cope with feelings
- Communicate feelings, needs and wishes
- Recognise right and wrong
- Negotiate
- Take responsibility

## **Physical Development**

Children will have opportunities to acquire a range of physical skills. They will gain increased body control, developing both fine and manipulative movements, whole body control and experience of using a variety of equipment. We recognise that young children need space, both indoors and out, to be able to move freely and be spontaneous; the environment needs to be checked constantly to ensure safety.

### **Physical development is about:**

- Gross motor skills
- Fine motor skills
- Managing self

### **Attitudes we will encourage are:**

- Confidence
- Persistence
- Patience
- Determination
- Co-operation
- 

### **We will help children to understand:**

- Physical abilities
- A variety of equipment and tools

### **We will help to develop the skills which will enable a child to:**

- Develop special awareness
- Co-ordinate
- Run, Jump, Climb
- Balance
- Kick, Throw, Catch
- Carry, Steer
- Manoeuvre, Move with control
- Use tools

## **Communication & Language**

We aim to increase children's confidence to use verbal and non-verbal communication through praise and by showing respect for the contribution of each child. We encourage back-and-forth interactions with adults and other children. We provide extensive opportunities to use and embed new vocabulary in a range of contexts including conversations, story-telling and role play.

We recognise that the four facets of language (speaking, listening, reading and writing) are interlinked and that the first two are solid foundation for the latter. We aim to develop each child in these four areas, although at different levels and with different emphasis, according to individual need and stage of development.

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**Communication & Language development is about:**

- Listening and Attention
- Understanding
- Speaking

**Attitudes we will encourage are: -**

- Confidence
- Desire to communicate
- Respect for the contributions of others
- Enjoyment

**We will help children to understand:**

- The range and variety of different languages
- The appropriate use of language in different situations
- Communication being a two-way process
- New vocabulary and their definitions

**We will help to develop skills which will allow a child to:**

- Listen
- Follow instructions
- Communicate
- Take turns
- Express needs and feelings
- Describe
- Question
- Negotiate
- Back-and-forth conversations

**Literacy**

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Literacy is about:**

- Reading
- Comprehension
- Writing

**Attitudes we will encourage are: -**

- Confidence
- An interest and love of books
- Enjoyment
- Concentration
- Of stories read and told
- Exploration and enquiry

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- Respect for own and others' representations

**We will help children to understand:**

- The elements of stories
- How to handle books
- The fact that print conveys meaning

The variety of media including books, ICT, and print in the environment

- Rhymes and rhymes patterns in words
- Linking letters and sounds through our Phonic programmes (Little Wandle)
- Different ways of making marks
- Representing speech and thoughts in a written form
- The difference between writing and drawing
- The meaning of print
- Writing for different purposes
- Direction of print
- Upper and lower case letters
- Words, spelling and the use of spaces

**We will help to develop skills which will allow a child to:**

- Handle and use books
- Behave as a reader
- Predict what might happen
- Differentiate between print and pictures
- Recognise letters and words
- Explore sounds of letters and patterns of words
- Listen to stories read and told
- Segment and synthesis words
- Manipulate tools to make marks
- Communicate ideas through drawing
- Represent words and letters
- Begin to form letters
- Spell words correctly, or in a phonetically plausible way

Each week, in line with KS1, children will have the opportunity to choose a 'real book' to take home for the week to encourage reading for pleasure. They will also be assigned an e-book which will be matched to their phonic ability, and one that they have read that week in guided reading. We expect parents to access both these books each week.

**Mathematics**

We aim to provide opportunities for the children to acquire mathematical concepts and language and to promote reasoning skills through planned activities and experiences that involve active participation.

**The overarching principles of Mathematics as an Early Learning Goal are:**

- Number
- Numerical patterns

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However shape, space and measure is an important mathematics strand and is still taught both explicitly and through continuous provision.

**Attitudes we will encourage are:**

- Confidence
- Curiosity
- Questioning
- Perseverance
- Seeing oneself as a mathematician

**We will help children to understand:**

- Number
- Number sense
- One to one correspondence
- Recognising patterns in numbers and in everyday life
- Mathematical vocabulary
- Basic concepts of adding and 'taking away'
- Measures (eg length, capacity, money and time)
- Shape, space and position
- Sets and sorting

**We will help to develop skills which will allow a child to:** - Use

- Mathematical language in real life situations
- Apply mathematical knowledge to solve problems
- Sort, Match, Compare
- Recognise and recreate patterns
- Estimate, Predict, Question, Explain
- Count, Order, Sequence
- Add and take away
- Classify, Measure
- Recognise numerals
- Subitise
- Become fluent mathematicians

**Understanding the World**

We provide experiences which are intended to encourage the children to use their senses, to experiment and to develop observation skills, to question, to make predictions and solve practical problems. First-hand experiences are an important means of achieving this, as well as learning how to use equipment and tools appropriately. We also introduce children to ICT equipment and provide opportunities to use equipment and software to support their learning. **Understanding the World**

**is about:**

- People, culture and communities
- Past and present
- The natural world

**Attitudes we will encourage are:**

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- Curiosity
- Inventiveness
- Creativity
- Perseverance
- Respect
- Concentration
- Care for living things
- Care for the environment
- Critical reflection
- Confidence

**We will help children to understand:**

- Living things and their environment
- Materials and their properties
- The process of change
- The passage of time in their lives and of their family
- The lives of people in the local environment
- Tools and their uses
- Cultures and beliefs
- Similarities, differences, patterns and change

**We will help to develop skills which will allow a child to:**

- Observe - experiment
- Investigate - question
- Explore - evaluate
- Hypothesise - interpret
- Compare - predict
- Design - plan
- Make - test
- Describe - communicate ideas
- Record - use the senses
- Reflect - use tools and materials appropriately
- Disassemble - assemble
- Identify and solve problems
- Build and construct

**Expressive Arts & Design**

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, roleplay, and design and technology.

**Expressive art and design is about:**

- Creating with materials
- Being imaginative and expressive

**Attitudes we will encourage are:**

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- Confidence to experiment without an end produce
- Creativity
- Imagination
- Appreciation of creations of others, including well known artists, and of own creations
- Enjoyment
- Response to stimuli
- Enthusiasm
- Exploration

**We will help children to understand:**

- Colour, shape, pattern, texture, form and space
- A variety of materials
- The range and appropriate use of tools and materials
- The variety of ways to represent and express feelings through:
  - ~ music      ~ dance
  - ~ stories      ~ 2D and 3D work
  - ~ imagination and role play

**We will help develop skills which enable a child to:**

- Observe,
- Explore  
Experiment  
Respond  
Use the senses  
Concentrate  
Be creative  
Be expressive  
Use tools
- Interpret
- Listen and respond to music
- Use musical instruments

**NB. Children will have opportunities to use ICT equipment and software to support their learning in all of the 7 areas of learning. Including a bank of mini Ipad's within the Early Years.**

At Cape we strive to provide a rich variety of educational experiences for children throughout Nursery and Reception. Language and social development are central priorities which go hand in hand through a child's early years. We organise our continuous and enhanced provision around the seven areas of learning and development.

We firmly believe in the importance and value of play and first hand experiences, both of which are central to a child's intellectual, physical, social, aesthetic and emotional development, and therefore experiences are developed through purposeful play opportunities – both adult –led and child-initiated.

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We also have a focus on the 'Characteristics of Effective Teaching and Learning' and strive to enable children to understand the different ways in which they learn.

'The ways in which the child engages with other people and the environment—playing and exploring, active learning, and creating and thinking critically—underpin learning and development across all areas and support the child to remain an effective and motivated learner.'

### **Playing and Exploring (Engagement)**

This characteristic of effective learning involves: **Finding out and exploring**

Showing curiosity

Using senses to explore

Engaging in open ended activities

Showing particular interests

**Playing with what they know**

Pretending with objects

Representing experiences

Role play

Acting out experiences

**Being willing to 'have a go'**

Initiating activities

Seeking challenge

Showing a 'can do' attitude

Taking risks

### **Active Learning (Motivation)**

This characteristic of effective learning involves:

**Being involved and concentrating**

Maintaining focus for a period of time

Showing high levels of energy or fascination

Paying attention to details **Keeping**

**on trying**

Persisting with challenges

Showing belief that a more effort or a different approach will help

Bouncing back after difficulties

**Enjoying achieving what they set out to do**

Showing satisfaction

Being proud of their effort, not just the result

Enjoying challenge for its' own sake, not for extrinsic rewards

### **Creating and Thinking Critically**

This characteristic of effective learning involves: **Having their own ideas**

Thinking of ideas

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Finding ways to solve problems

Finding new ways to do things

### **Making links**

Noticing patterns in their experience

Making predictions

Testing their ideas

Developing ideas of cause and effect

### **Choosing ways to do things**

Planning, making decisions, solving problems and reaching a goal

Checking how well their activity is going

Changing strategy when needed

Reviewing how well their approach has gone

Children will be introduced to different CoEL characters where they will be told about the 'special qualities' of each of these characters. Staff will make reference to these characters and will encourage children to do the same i.e. I'm being like Gerald the Giraffe from the story Giraffes Can't Dance, because he never gave up and kept on trying.

## **Learning & Development**

"Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development." (EYFS 2021)

All children learn in many different ways, it is therefore our responsibility to provide children with a range of learning and development strategies. Methods of learning and development include:

- Adult directed – Activities are organised and led by adults so that children can learn specific knowledge or skills.
- Adult guided– Activities that an adult has structured to provide children with particular challenges and skills. The adult may supervise and support but does not necessarily take an active role.
- Child initiated (Play to learn) – These are activities that children choose and organise, the adult will support, encourage and extend learning but not direct. This is so that the child can explore in their own way.

All methods ensure children are provided with first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication. We provide opportunities for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. This ensures that we are supporting children to achieve the Early Learning Goals by the end of the Foundation Stage.

It is important to encourage children to communicate and talk about their learning, and to develop independence and self-management. We support learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

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In the foundation stage children are learning when they:

- are on task, focused and busy
- are challenged, stimulated and motivated
- are independent with resources and the environment
- able to talk about their learning
- make progress against a previous learning
- participate and make appropriate responses
- have high expectations of their own behaviour and attainment

## **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. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

Play is undoubtedly a means by which we explore a variety of experiences indifferent situations. With no preconceived ideas the child may enquire, investigate, experiment, practise and elaborate, beginning to form concepts and perceive some order, predictability and pattern in discrete events. Opportunity for play in a stimulating environment should encourage children to use language effectively and enhance the development of imagination

Here at Cape, we believe that the role of practitioner is crucial in the learning and development of all children. Adults need to;

- Know the requirements of the EYFS framework in order to assess and move learning forwards through next steps.
- Understand and talk about 'why this? Why now?'
- Have a good understanding of children development, the processes and the skills
- Build positive relationships
- Be a good role model
- Develop communication and language
- Model, develop and provide opportunities to build vocabulary and extend language
- Encourage independence
- Challenge children
- Use a range of questioning to develop deeper thinking
- Have an awareness of the whole environment to develop positive behaviours and relationships

There are different roles an adult can take on in order to support children's learning and development. These are:

-Know the child; what came before and what comes next in their learning.

A Facilitator, where the adult will:

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- Focus on the process instead of the end goal
- Encourage deeper thinking
- Make comments/offer new ideas
- Provide different opportunities and alternatives
- Support problem solving
- Encourage resilience, reflection and critical thinking
- Provide opportunities and resources to allow children to follow their own interests
- Encourage confidence
- Know the child; what came before and what comes next in their learning.

A Play Partner, where the adult will:

- Observe, wait and listen
- Enter play at a natural time
- Play alongside children
- Build positive relationships
- Take on a role that the child suggests
- Follow the children's instructions
- Avoid closed questioning
- Let children lead and not use their own agenda
- Extend the play and teach
- Know the child; what came before and what comes next in their learning.

An Adult Director, where the adult will:

- Have clear learning objectives
- Have a predetermined agenda and next steps
- Introduce new ideas, skills and vocabulary
- Encouraging deeper thinking
- Structured but flexible

## **Enabling Environments**

### **The Learning Environment**

Through developing a learning environment both indoors and out that is interesting, stimulating, independently accessed by the children and enhanced by staff to reflect the interests of the children we aim to ensure that all children develop as independent, confident, competent learners.

Young children do not separate their learning into curriculum areas, however it is important that as professionals we define these areas of learning through the continuous and enhanced provision and provide a broad and balanced curriculum. This helps us to meet the needs of individual children and offer them the opportunities to achieve their full potential.

The continuous provision will ensure that children are able to access all 7 areas of learning.

**The areas of continuous provision within the EYFS are:**

## **Role play**

The role play area will provide learning opportunities for children to:

- Imitate actions, language in role playing situations based on real life experiences.
- Have fun with language, make up stories, dramatise a story
- Develop conversation skills
- Enjoy pretending
- Play collaboratively with others
- Show respect for others thoughts and feelings
- Express one's own thoughts and feelings in a socially acceptable way
- Use imagination in fantasy play
- Extend vocabulary

## **Small World Play**

Small world play will provide learning opportunities for children to:

- Play independently and/or co-operatively
- Express thoughts, explain and try out ideas
- Sort and count
- Describe positions
- Relate models to real places, people and things
- Use imagination in fantasy play
- Have fun with language, make up stories, dramatise a story
- Enjoy pretending
- Extend vocabulary
- Develop fine motor skills

## **Creative area**

The creative area, also encompassing textiles and junk modelling will provide learning opportunities for children to:

- Use paint to express own feelings
- Explore colour including shade and tone
- Mix secondary colours
- Paint a picture or pattern of own choice
- To paint a picture of a given subject
- Select and use medium for applying paint (brushes, sponges etc)
- Print with a variety of objects
- Explore use of crayons, pastels, charcoal etc
- Use a variety of collage materials
- Collage a picture or pattern of own choosing, selecting own materials
- Develop skills with scissors and other tools
- Use imagination
- Develop language when talking about own work and work of others
- Be able to fix things together/select appropriate glue
- Value own work and work of others

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- Explore colour, shape and form

## **Construction**

The construction area will provide learning opportunities for children to:

- Develop concepts of shape and space
- Improve manipulative skills by pushing, pulling, clicking, twisting, turning and screwing
- Develop hand to eye co-ordination
- Develop imagination, innovation, creativity
- Develop problem solving ideas, building skills
- Relate models to real things
- Interact with others, negotiating plans and activities and taking turns - Develop concentration and perseverance

## **Sand**

Sand play will provide learning opportunities for children to:

- Use a range of containers to make models and shapes
- Identify features of the natural world
- Learn appropriate vocabulary to describe sand and shapes created
- Create imaginary world in small world environment (diggers, desert island)
- Make patterns using rakes, combs and vehicles
- Recognise and recreate simple patterns

## **Water**

Water play will provide learning opportunities for children to: -

Explore the properties of water, including ice

- Use a variety of containers to explore capacity
- To learn languages such as full, empty, more, less, bubbles, soapy etc
- Use a range of equipment with hole and experiment with water flow
- Create water environments (small world play)
- Use pump, tubes and siphons
- Use water wheels to learn about the force of water

## **Reading area**

The book area will provide learning opportunities for children to:

- Become motivated and excited to learn with books
- Respond in a variety of ways
- Handle books appropriately and with respect
- Listen attentively and with enjoyment to stories, rhymes and poems
- Know that print carries meaning and become familiar with the conventions of English
- Role play and make up own stories

## **Writing and mark making area**

The writing and mark making area will provide learning opportunities for children to: -

Select a range of materials to make marks with and on

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- Attempt to write and make marks for a variety of purposes (list letter etc)
- Use a pen and pencil with increasing control
- Gain confidence in behaving 'as a writer' and enjoy making marks to communicate meaning
- Practice forming letters correctly
- Sound out phonetically simple words
- Know that English is written left to right, top to bottom

### **Music and dance area**

The music and sound making area will provide learning opportunities for children to:

- Explore and identify sounds with a variety of stimuli and resources
- Use imagination in producing sound patterns and accompaniments
- Explore and respond to pace rhythm pitch, timbre and pattern
- Listen and value own work and work of others
- Sing along to new and familiar songs
- Listen to recorded music including music from other cultures
- Move in a variety of ways to pieces of music
- Use props to support dance

### **Discovery/investigation area**

The investigation/discovery area will provide learning opportunities for children to:

- Explore the natural world and changing seasons
- Explore scientific and technological equipment
- Stimulate language and extend vocabulary
- Explore shapes and patterns
- Develop and encourage skills of observation and investigation
- Treat property with care and respect
- Use all 5 senses to explore objects and materials

### **Maths area**

The maths area will provide opportunities for children to:

- Develop their skills at counting, number recognition and ordering
- Explore shape – both 2D and 3D
- Investigate measures- including length, weight and capacity
- Develop skills at matching, sorting and comparing

### **Developmental movement area**

The developmental movement area will provide opportunities for children to:

- Develop a range of gross motor physical skills, which in turn will allow them to have better control over their fine motor skills
- Develop confidence in their own capabilities
- Allow children to gain further control with balance and a greater awareness of where their body parts are in relation to others

### **ICT**

ICT will provide learning opportunities for children to:

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- Develop keyboard and mouse skills
- Select programmes/ICT devices to support learning
- Explore stories
- Have a sense of how ICT helps us in everyday life
- Explore how things work
- Investigate using their senses
- Understand that people control ICT

## **Outdoors**

We have an open door, free-flow policy where the outdoor learning environment is given equal importance to the indoors. Whilst true 'free-flow' is difficult due to the nature of the building, the organisation of EYFS allows for a 'free-flow' choosing model for outdoor provision. It is available to the children for the majority of the session as part of the continuous provision. It is possible for all areas of indoor continuous provision to take place outside.

In addition, the outdoor area extends children's learning and offers unique opportunities which are not available indoors including:

- Wheeled toys to develop co-operation and sharing and co-ordination
- First hand experiences of the seasons and weather
- Variety of sport equipment to promote healthy lifestyles including balls, cones and skittles

## **Planning**

In Nursery and Reception, we plan in three stages – using the EYFS practice guidance for support:

- Long term - this gives a broad overview of the areas of learning and development and includes events throughout the year including festivals to be celebrated.
- Medium term - this is our continuous provision planning. These are related to all areas of the continuous provision and matched to the Development Matters to show which areas of learning are developed through the provision. We make sure that children have the opportunity to develop their skills in the 7 areas of learning by ensuring skills are progressive throughout their whole time in EYFS.
- Short term - this is recorded at the end of each day – relating to observations made of the children and of children's interests. Enhancements are made to the provision as needed. This also includes practitioners planning for group sessions and phonics planning.

## **Observation and assessment**

Staff ensure that they build respectful and caring relationships with all children and families while focusing on learning and achievement. They observe children sensitively and respond appropriately to encourage and extend curiosity and learning. By observing and listening they discover what children like to do, and when they feel confident, scared or frustrated. They are

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able to tune in to, rather than talk at, children, taking their lead and direction from what the children say or do.

Daily informal observations are made of all children to find out about their needs, what they are interested in and what they can do. Children's responses to different situations are noted and used to inform planning. Where it has been seen that a child needs further support, we use an 'in the moment' next step, so that no time is lost before children are supported in mastering a skill.

The use of OWLET (Observe, Wait, Listen, Explore their thinking, Teach) is embedded into staffs practice to ensure there are high quality interactions with all children.

In line with the revised EYFS framework (2021) staff are expected to spend less time collecting formal evidence and more time supporting and engaging with the children. Each class has a evidence floor book to keep good examples of each child's achievement throughout the year to support with moderation and Reception have a formal 'Literacy' book for examples of writing. It is also seen as a learning journey that the children can contribute to.

In Nursery, each child's development is matched to the Development Matters age bands each half term, summative comments are made on each area of learning and next steps identified. The schools have adopted the LA progress matters materials for recording progress in nursery. These are completed by the child's key person using evidence in the learning journey folder and their knowledge of the child. At the end of the year these are passed onto the Reception teacher.

Within the first six weeks of starting Reception all children will be assessed against the Reception Baseline Assessment. Alongside the DfE RBA the school will also complete their own baseline to inform provision. WELLCOMM screening is also completed for nursery and reception children.

In Reception children's progress is recorded against the Early Learning Goals. Every term, progress is monitored to ensure that all children are making the expected progress and appropriate interventions are put in place for those that aren't. For some children the continuation of progress matters assessment used in nursery will be more appropriate. The Reception Teachers work alongside the Assessment Co-ordinator throughout the year to monitor and moderate the accuracy of the data collected. The profile results are collated at the end of the year and submitted to the LA the last Friday in June.