

## Ashleigh Early Years Foundation Stage Handbook

Welcome to the EYFS at Ashleigh. This booklet has been created to ensure that everybody who is working in the EYFS shares the same aims, and values, and understands what is meant by outstanding practice.

The non-statutory guidance, Development Matters, has been written for all EYFS practitioners. It offers a view of how children develop and learn. It guides and supports, but does not replace, professional judgement. Each class has a copy of these documents and it is essential that all staff in EYFS are familiar with these.

### Overarching Principles

| <b>A Unique Child</b>   | <b>Positive Relationships</b>  | <b>Enabling Environments</b>   | <b>Learning and Development</b>              |
|---|--|--|--|
| 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 carers | Children develop and learn in different ways |

### Seven Key Features of Effective Practice

| <b>The Best for Every Child</b>                          | <b>High-Quality Care</b>   | <b>The Curriculum: What we want children to learn</b>   | <b>Pedagogy: Helping children to learn</b>  | <b>Assessment: Checking what children have learnt</b>  | <b>Self-Regulation and Executive Function</b>   | <b>Partnership with Parents</b>  |
|--|--|---|---|--|---|--|
| All children deserve to have an equal chance of success. | The child's experience must always be central to the thinking of every practitioner. | The curriculum is a top-level plan of everything the early years setting wants the children to learn. The curriculum must:<br>Be ambitious; help every child to develop language; be driven by their interests; focus on depth and mastery. | A mix of approaches through enabling environments.<br>Children learn: through play; adults modelling; observing each other; guided learning and direct learning/teaching. | Noticing what children can do and what they know – not data or evidence collection, and not where it takes practitioners away from children for a long period of time. | A child's ability to hold information, focus attention, regulate behavior and plan what to do next. | Children will thrive in the early years when parents and early year's settings have a strong and respectful partnership. |

## **Equal Opportunities**

*A commitment to valuing and respecting the diversity of individuals, families and communities must sit at the heart of early years practice. Inequalities persist in society, with far-reaching effects on children's education, health and life chances. Early years settings have a vital role to play in explicitly addressing all forms of discrimination and prejudice (Birth to Five Matters 2021).*

It is the right of every child to have access to a high quality curriculum in a stimulating and supportive environment and our aim at Ashleigh Primary School and Nursery is that every child, regardless of gender, ethnicity, physical ability, linguistic, cultural or home background can access our learning environment and thrive.

## **Arrangements for Additional Need, SEN and EAL**

*All children need to grow up to recognise that they are not all the same and different tools or strategies might be needed to make sure they thrive. It is vital that all children are encouraged to notice the many aspects of diversity and difference across society. A positive approach to inclusion in the early years will support all children's development and learning across their lifetime and will have an impact on society as a whole (Birth to Five Matters 2021).*

Through observations, conversations with families and other professionals' involvement, children's needs are identified and careful, targeted planning is developed to ensure learning opportunities and experiences build on what a child can already do and early failure is prevented. Children are supported by adult intervention, or by adaptations to the learning environment or activities to ensure every child can participate and achieve. Considerations for differentiation and targeted support are an ongoing process and teachers respond 'in the moment' or in a more targeted way such as intervention groups, All About Me targets, Nurture provision or Speech and Language support.

## **Settling in**

**Transition to Nursery:** In May, the Nursery teacher contacts all families who have secured a place at Ashleigh Primary School. This is via an online questionnaire, where initial information is gathered e.g. family members, Nursery or Pre-school experience, medical needs, health needs, additional needs e.g. any SEN/EHCP/SaLT. Once this information is gathered, the Nursery Teacher contacts families who have added additional information which may require further conversation or planning e.g. behavioural needs, medical needs. In June, the Nursery Teacher makes contact with the Nursery or Pre-Schools of children who will be starting in Nursery in the September. In July, the children and parents are invited to stay and play sessions to meet the class teachers and support staff, explore the environment and ask any further questions. Parents are invited to a Welcome Event where they receive any further information and can look at uniform/lunches etc. Parents are emailed admission forms, consent forms and further information forms.

**Starting Nursery:** Nursery children may opt for settling sessions for the first two weeks of the Autumn term. Every child's needs are carefully considered and the Nursery Teacher will support families to choose the right option for their child.

**Transition to Reception:** In May, the EYFS Lead contacts all families who have secured a place at Ashleigh Primary School. This is via an online questionnaire, where initial information is gathered e.g. family members, Nursery or Pre-school experience, medical needs, health needs, additional needs e.g. any SEN/EHCP/SaLT. Once this information is gathered, the EYFS Lead contacts families who have added additional information which may require further conversation or planning e.g. behavioural needs, medical needs. In June, the EYFS Lead makes contact with the Nursery or Pre-Schools of children who will be starting in Reception in the September. The information gathered from the questionnaire or previous setting is used to organise classes. In July, the children and parents are invited to stay and

play sessions to meet the class teachers and support staff, explore the environment and ask any further questions. Parents are invited to a Welcome Event where they receive any further information and can look at uniform/lunches etc. Parents are emailed admission forms, consent forms and further information forms.

**Starting School:** Children start in groups, part time for some of the week and then full time. This decision is made each year, based on the school calendar and start dates for the rest of the school. Children are in groups of 15 and attend for either the morning or afternoon before they all attend together as a group of 30 when they then stay for lunch. They start full time together after 5 days of transition.

### Classroom Timetable and Routines

#### Nursery

|               | Monday   | Tuesday | Wednesday | Thursday<br>LE/JM PPA am | Friday |
|---------------|--|---------|-----------|--------------------------|--------|
| 8.30-9.00     | Arrival<br>Self-registration<br>Free-flow between two Nursery classrooms               |         |           |                          |        |
| 9.05-9.20     | Circle time – Welcome and phonics/story input  |         |           |                          |        |
| 9.20 – 10.00  | Free-flow<br>Adult-led activities<br>Snack time  |         |           |                          |        |
| 10.00 – 10.45 | Free-flow including garden/farm<br>Small group inputs as needed                        |         |           |                          |        |
| 11.00 – 11.20 | Maths/Story input<br>Good-bye time for morning children                                |         |           |                          |        |
| 11.30 – 12.15 | Lunchtime, adult supported in Dragonfly Room   |         |           |                          |        |
| 12.15 – 12.30 | Afternoon Hello time<br>Activate<br>Afternoon introduction input (maths/story/phonics) |         |           |                          |        |
| 12.30 - 1.30  | Free-flow<br>Adult-led activities  |         |           |                          |        |
| 1.30 – 2.30   | Free-flow including garden/farm  |         |           |                          |        |
| 2.30          | Storytime<br>Good-bye circle time  |         |           |                          |        |

## Reception

|                    | <b>Monday<br/>Nurture pm</b>   | <b>Tuesday<br/>Nurture pm</b>                  | <b>Wednesday<br/>Nurture pm</b>                          | <b>Thursday<br/>Nurture pm</b>                  | <b>Friday<br/>LE/JM PPA am</b>   |
|--------------------|--|--|--|---|--|
| <b>8.45-9.00</b>   | Register + Book Box<br>Special Person Badge/Chair – Change on a Mon and Wed. |  |  |   |  |
| <b>9.00-9.40</b>   | Phonics<br>(CL, Literacy)  | Phonics<br>(CL, Literacy)                      | Phonics<br>(CL, Literacy)                                | JLy – Phonics<br>CS – Phonics<br>(CL, Literacy) | Phonics<br>(CL, Literacy)  |
| <b>9.40-11.20</b>  | Free Flow  |  |  |   | 9.40-10.15<br>H Library<br><br>10.15 – 10.30 Assembly<br><br>10.30-11.10<br>H PE<br>Sq Library |
|                    | SA – outside   | JM - outside                                   | CM – outside   | LE - outside                                    |  |
|                    | Forest school  | Reading/<br>Story sack sessions                | 9.50-10.30<br>Sq PE<br><br>H Free Flow                   | Free Flow                                       |  |
| <b>11.20-11.30</b> | Activate/Go Noodle/Cosmic Yoga<br>(PD)                                       |  |  |   | Maths Concept<br>Consolidation and Oral<br>Recall  |
| <b>11.35-12.45</b> | 11.35-11.45 All staff support in hall<br>11.45-12.45 Staff lunch             |  |  |   |  |
| <b>12.45-1.00</b>  | Register<br>Handwriting/Dough Disco<br>(PD, Literacy)                        |  |  |   |  |
| <b>1.00-1.15</b>   | Big Idea Time<br>Theme introduction<br>(CL, PSED, UtW, EAD)                  | Maths<br>Concept introduction<br>(Mathematics) | Maths<br>Concept consolidation<br>(Mathematics)          | Maths<br>Concept consolidation<br>(Mathematics) | Big Idea Time<br>Theme learning review<br>(CL, PSED, UtW, EAD)                                 |
| <b>1.15-2.15</b>   | Sq adult – outside 1.30pm  | Sq adult – outside 1.30pm                      | H adult – outside 1.30pm                                 | SA/CM – outside 1.30pm                          | H adult – outside 1.30pm   |
|                    | Free Flow<br>Maths group x 6 ch.   | Free Flow<br>Maths group x 6 ch.               | Free Flow<br>Maths group x 6 ch.                         | Free Flow<br>Maths group x 6 ch.                | Free Flow<br>Maths group x 6 ch.   |
| <b>2.30-2.45</b>   | Picture News<br>(CL, PSED, UtW)<br><br>Maths – Oral Recall                   | PATHS Lesson<br><br>PATHS Compliments          | Big Idea Time<br>Discussion time<br>(CL, PSED, UtW, EAD) | Music<br>(EAD)<br>Charanga                      | Class compliment day<br><br>PATHS Lesson<br>PATHS Compliments                                  |
| <b>2.45-3.00</b>   | Story time   |  |  |   |  |

**Behaviour expectations:** Children are introduced to the Ashleigh STARS agreements and our School Reminders early in Autumn term. These are displayed in each classroom and referred to regularly to support behaviour management. Children receive golden tickets when they demonstrates behaviours linked to our Guiding Stars, which are also displayed within the classroom.

**Start of Day:** In Reception, classroom doors open at 8.40am (8.30 for Nursery) by the class teacher, and TAs must remain in the classrooms to supervise children. Children follow their morning routines e.g. coat on peg, water bottle in tray, wash hands. When they have followed their morning routines, children choose a book from the book box and sit on their named carpet spot. In Nursery, the doors open at 8.30am and children are able to choose from the activities in the classroom, for the first part of the day.

**Circle time sessions:** Children remain on their named carpet spot (or in a circle in Nursery) unless instructed to move by the class teacher into a circle or a different space. Carpet sessions only last for a maximum of 20 minutes.

**Water and Snack:** Water is available throughout the day from home water bottles. Snack time takes place at 2.30pm during end of day circle times.

**Going Home:** Children remain seated and wait for their name to be called to collect their belongings. They then sit back on the carpet, in their carpet spot. Children are then called by name to line up. Class teachers are made aware at the beginning of the school year of collection arrangements and parents should inform the school if there are any changes to this. Children are dismissed to their parent one at a time.

### **'Lovingly Strict' Expectations**

All day, every day, every child in Nursery and Reception will be taught to, and then will be expected to

- follow instructions straight away
- look after themselves, everyone and everything
- show respect and good manners at all times

All day, every day, every child in Nursery and Reception will be taught resilience, patience, compassion, kindness, respect and communication skills to begin to understand how to self-regulate

On entry into the setting, every child in Nursery and Reception will be taught to, and then be expected to independently

- hang their coat on their peg
- put their water bottle in the tray
- put their lunch box on the shelf/trolley (if necessary)

During circle times, every child in Nursery and Reception will be taught to, and then be expected to

- sit on their carpet spot, with their legs crossed (when developmentally able)

- look at the person who is speaking
- put their hand up if they want to speak
- keep their hands and feet to themselves
- speak to their carpet partner when asked to do so
- return their attention to the adult leading the session when the adult counts '1, 2, 3 and back to me'

During learning challenge time and enhancement time, every child in Nursery and Reception will be taught to, and then be expected to

- focus on their activity
- solve problems independently and ask for help when they need it
- use an indoor, respectful voice
- walk around the classroom safely
- treat the equipment and resources safely and carefully
- tidy their learning space before choosing a new activity
- stop a learning activity when they hear the clap signal

During adult led sessions in Reception, every child will be taught to, and then be expected to

- collect their whiteboard, pen and rubber from their tray before finding their carpet spot
- put their whiteboard in front of them on the carpet
- put their pen and rubber at the top of their board
- hold their pen using a comfortable pen grip
- put their lid on their pen when they are not using it
- rub their writing from their board using a rubber
- return their whiteboard, pen and rubber to their tray before choosing a learning challenge

### **Staffing**

**Nursery:** Nursery has a full time teacher in role every day and support staff to allow for a ratio of 1:8. All staff support with setting up the classroom environments, indoor and outdoor. An outdoor risk assessment is completed each morning, and after lunch, by a member of staff.

**Reception:** Each classroom has a full time teacher and a full time teaching assistant. Teaching assistants arrive at 8.30am. All staff support with setting up the classroom environments, indoor and outdoor. An outdoor risk assessment is completed each morning and after lunch by a member of staff. Reception children do not stop for a break time so that play based learning is not interrupted. Teaching assistants take their morning break at an agreeable time during the morning free-flow session. Team meetings take place at regular points throughout the year but are subject to change.

## Planning the Curriculum

The EYFS learning and development requirements comprise of

- The 7 areas of learning and development and the Educational Programmes which involve activities and experiences for all children
- The Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year
- The assessment requirements to assess children's achievements and progress

*(See 'Curriculum Document for the EYFS at Ashleigh' for full overview of how learning is planned across Nursery and Reception)*

The class teachers are responsible for planning together to ensure coverage and continuity. Planning takes place weekly and teachers refer to the 'Curriculum Document' for objective coverage. There are focused teaching sessions for Phonics, Maths, Big Idea time, Talk time and PATHS as well as planning for individual reading, group reading, group Maths work and interventions.

The class teachers also plan the continuous provision alongside focus activities to allow children to develop their learning through independent play as well as targeted adult support. It is important that the majority of the activities provided or planned for allow for independent discovery and development. Children will need support in their play as well as through targeted intervention and activity. All staff are expected to extend child initiated play through interactions, modelling, scaffolding, questioning and enhancement.

### Maths and Literacy in Nursery

In Nursery maths is taught through a variety of adult-led and child-led activities, the environment and provision is planned to allow children to develop mathematical skills through their play. Adults will join in with play and interact with children to reinforce concepts. Adult led activities for a specific purpose will also be planned. The Nursery curriculum is planned to develop the mathematical knowledge needed for children to go to the Reception phase of their education. Each week the Nursery children focus on one mathematical concept, learning, activities and play through the week support this.

Phonics is developed daily through planned circle times, focusing on the phonological awareness phase of phonics. The children play games to develop listening skills, sound discrimination, alliteration, rhyme and speaking skills.

Nursery children learn how to treat book carefully, know that books carry meaning, learn to retell stories and to identify the main characters and plot. The children learn to recognize familiar letters and words. Each week the Nursery children are able to visit the library to choose books for their classroom.

Mark making is embedded into the Nursery environment, children develop the core strength and fine motor control they need to become writers. Adults will scribe children's ideas to enable to develop their awareness of telling stories and writing for a purpose. Children learn to write their name and practise handwriting patterns throughout the year to help them develop a comfortable pen grip.

### Maths and Literacy in Reception

**Maths** is taught using an objective led approach, developed from the whole school approach for Maths No Problem. Whole class Maths teaching takes place twice a week; session one is used to introduce the Maths concept for the week and an opportunity for staff to make baseline assessments of understanding, session two is

used to either recap, embed or deepen children's understanding in this concept. During afternoons across the rest of the week, staff lead groups at a focus activity to embed the concept taught and move learning forward. The learning environment is set up and resourced to allow children to embed Maths knowledge through child-initiated play activities, indoors and outdoors.

**Phonics** is taught using Read Write Inc. This is a systematic phonics teaching programme and children are assessed early in Autumn 1 to ensure they are placed in the correct phonics groups and taught the phonics curriculum relevant to their age and stage of development.

**Handwriting** is taught using the letter formation provided by RWInc. This takes place daily in Reception and also as part of fine motor development throughout enhancement provision in both Reception and Nursery.

**Reading** for pleasure is highly encouraged with access to book boxes throughout the learning environment. Children are heard read individually once a week, as well as in a group for guided reading. All children participate in daily story times. All children visit the school library once a week where they can enjoy exploring and sharing the range of books available as well as choosing a book to take home for the week.

In Reception, a writing portfolio is created a evidence progress in writing from Reception to the end of Year 6. A baseline piece of writing, and subsequent termly pieces are added to the portfolio, which then moves to a child's following year group.

### **The Outdoor Learning Environment**

The indoor and outdoor environments are both viewed as the EYFS classrooms. Outdoor learning opportunities are incorporated on continuous provision planning to ensure children can enhance learning and understanding of focus objectives for the week. Children also have access to ongoing resources such as the outdoor kitchen, music station, water play, de-constructed role play, large construction and den building. All areas are richly resourced with play materials that can be added to and adapted to be used in a variety of ways. All staff support with setting up the classroom environments, indoor and outdoor. An outdoor risk assessment is completed each morning and after lunch by a member of staff. In Nursery children have access to the whole environment during free-flow times of the day. In **Reception**, children have free-flow access to the whole learning environment (indoors and outdoors) at 9.30-11.20am and 1.30-2.30pm.

### **Guidance for Collecting Evidence and Completing the Profile**

On entry into Reception a Baseline Assessment is completed for each child. The Reception Baseline Assessment must be completed within the first 6 weeks of starting school. It is an age-appropriate assessment of early Mathematics and Literacy, Communication and Language. Alongside this, class teachers and teaching assistants use the first 6 weeks to observe, interact, talk to and play alongside the children in their class to enable them to make a snapshot assessment of each child's learning and development across the 17 areas. This is recorded in Pupil Asset at the end of Autumn 1, where class teachers make a judgement as to whether a child is working below, at or above age related expectations.

### **Assessment Procedures**

#### **Termly**

**Autumn (A), Spring Term (Sp) and Summer 1 (Su)**

Children are given time to play, time to explore, time to practise and repeat, time to become secure in their learning, time to experience and achieve what we set out in our curriculum. Our EYFS team observe, scaffold and enhance learning.

### **Autumn 1**

**Statutory Reception Baseline is completed within the first 6 weeks and submitted (RBA)**

#### **A1 Week 4**

In-school baselines are completed and inputted into Pupil Asset. JM to analyse baseline data for monitoring report and on entry analysis.

In the key areas of communication and language, physical development (fine motor skills), literacy and mathematics, targeted assessment tools will be used to identify specific gaps and enable planning for intervention to take place.

#### **A1/A2/Sp1/Sp2 Week 6**

EYFS teachers meet to discuss each child's progress:

- What are their strengths and what are their barriers/areas to develop? Record discussion for accountability.
- Identify children who require targeted assessment tools will be used to identify specific gaps and enable planning for intervention to take place. Plan further support/intervention to achieve GLD at the end of Reception. Plan intervention.
- Following these discussions, review the curriculum and teaching focus for the following term. This action will ensure we are focussing on areas that children need to develop and the barriers they have, which in turn will allow us to best meet the needs of our individual children.

### **Summer 2**

#### **Su 2 Week 2**

Reception GLD data is completed and inputted into Pupil Asset ready for submission to County. JM to analyse data for monitoring report and to inform Action Planning for 2022-2023

#### **Su 2 Week 4**

Nursery data is completed and inputted into Pupil Asset for transition to Reception. JM to analyse data for monitoring report and to inform Action Planning for 2022-2023

#### **Sum 2 Week 5**

Transition discussions take place and children in need of intervention are identified with receiving teacher.

### **Evidence of Children's Progress**

Formal observations and written evidence of progress will not happen often as assessment should not take the teaching staff or teaching assistants away from working closely with the children. Effective assessment should allow practitioners to notice what children can do and what they know, highlight children's need and allow practitioners to understand each child's development to ultimately enable them to assess accurately against the Early Learning Goals at the end of the EYFS.

### **Use of Tapestry, Seesaw and Floor Books**

In Nursery and Reception, is used to support parents as partners and to encourage them to share home learning. Photos may be shared via Tapestry of wow moments and children's experiences. The teaching team have agreed to one Tapestry upload each week, whether it is a WOW moment or a more general learning capture such as handwriting progression. At times, there may be additional uploads which may be appropriate to share with parents.

In Reception, Seesaw is used to share learning throughout the week and for any information sharing. In Nursery this will be done through Tapestry and a weekly newsletter.

Floor books are used in both Nursery and Reception to capture the learning of all children as they journey through their year. In Reception, 'My learning book/Busy book' is used to capture specific pieces of evidence and pupil voice.

### **Parent Involvement**

Parent consultations take place once a term. Parents are informed, at these meetings, of their child's achievements, progress and further skills to develop. Open Classroom events allow for parents to 'drop in' and look through their child's busy book and whole class floor book.