



THE
PORTSMOUTH
GRAMMAR
JUNIOR
SCHOOL

The PGS EYFS Policy

The PGS EYFS Policy

The Portsmouth Grammar Junior School fully embraces the purpose and aims of the Early Years Foundation Stage (EYFS) **Statutory Framework**, recognising that we should promote the learning and development of all children in our care, and ensure that their entire early years' experience contributes positively to their brain development and readies them for Key Stage 1. Alongside this, we must guide the development of children's capabilities to help ensure that children in our care will fully benefit from future opportunities (*Paragraph 1.1.EYFS*). We aim to establish solid foundations in a secure and friendly atmosphere to support pupils in becoming independent, confident and lifelong learners.

Our high expectations will enable each pupil to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences.

We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need. British values will be promoted through warm and trusting relationships to support pupils in being strong and independent in their thinking, to learn right from wrong, to value and share ideas and to discover and explore similarities and differences.

Aims

- To provide a well-planned and active play curriculum both indoors and outdoors that both motivates and challenges pupils.
- To provide a safe, secure and well-resourced environment which meets the developmental needs of all pupils, enhancing their learning.
- To recognise the pupils' existing knowledge, skills and interests to provide a platform for the next stage of learning.
- To recognise that parents/carers are the pupil's first and most enduring educators and to work in partnership with them.
- To develop each pupil's knowledge, skills and understanding in all areas and encourage them to make connections within their learning through a broad and balanced curriculum.
- To provide opportunities for independence allowing pupils the time and space to become engrossed, work in depth, revisit, practice and complete activities, emphasising the value of the process, not just the product.
- To ensure opportunities are given for staff to observe, assess and monitor the pupils' learning, to inform future planning.
- To support and promote British values.
- To ensure smooth transitions from home to the Pre-School, Pre-School to Reception and from the Early Years Foundation Stage into Infants.

Practice

We adhere to the Statutory Framework of the Early Years Foundation Stage framework (EYFS) and the four guiding principles that shape practice within Early Years.

- A Unique Child

- Positive Relationships
- Enabling Environments (with teaching and support from adults)
- Learning and Development

Principles into practice

As part of our practice, we will:

- Provide a balanced curriculum across the seven areas of learning.
- Provide early intervention for children who require additional support.
- Work in partnership with parents.
- Plan challenging learning experiences informed by observation and assessment.

Foundation Stage Curriculum.

The Pre-School and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. The framework includes seven areas of learning and development, all of which are interconnected.

Three areas are crucial for igniting pupils' curiosity and enthusiasm for learning. Practitioners working with the youngest children in the Pre-School will focus strongly on the three prime areas.

The prime areas:

- **Communication and Language**
- **Physical Development**
- **Personal Social and Emotional Development**

Pupils are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

Specific areas:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Each area of learning and development will be implemented through planned purposeful play and through a mixture of adult led and child-initiated tasks. During child-initiated tasks adults will interact with the pupils to stretch and challenge their learning.

Pupils have whole class and small group times which increase as they progress through the EYFS. Daily phonics and maths sessions happen in both the Pre-School and Reception classes. Pupils in Pre-School and Reception will be engaged in daily phonics lessons, read 1:1 with an adult regularly and will be supported in small groups to develop writing and maths skills.

Characteristics of Effective Teaching and Learning

The EYFS also includes the characteristics of effective teaching and learning which highlight the importance of a pupils' attitude to learning and their ability to play, explore and think critically about the world around them. The Pre-School and Reception teachers plan activities with these characteristics in mind.

Observation and assessment

As part of our daily practice staff will observe and assess pupils' development to inform future plans. Observations are recorded electronically using Tapestry, an online Learning Journal.

In the Pre-School, reports are written 3 times a year with parents invited in to discuss progress. Pupils aged two will complete a summary check within the first six weeks of starting Pre-School.

In Reception reports are written 3 times a year with parents invited in twice over the year to discuss progress. Reception and Big Cubs pupils will undertake a baseline assessment during the first 6 weeks of the autumn term.

Supervision

To ensure that we promote the interests of the children we provide opportunities for all the staff to feel effectively supported. We encourage the discussion of sensitive issues concerning the children's development and wellbeing through mutual support and teamwork.

We follow the procedures of the school's Safeguarding and Child Protection Policy. All staff are aware of these to be able to address issues as they arise, including child protection concerns. Regular professional development opportunities and updates on safeguarding training are provided for all staff in accordance with the school's Safeguarding and Child Protection Policy as we recognise the importance of continuous improvement.

In the Pre-School regular pupil progress and supervision meetings take place where time is set aside for one-to-one discussions about any academic, pastoral or safeguarding matters. Staff are fully aware of the need to inform the Safeguarding team at the point of concern and not wait for these meetings. Children are monitored through the school's pastoral systems.

In Reception staff discuss any issues regularly through Year Group meetings and children who are identified are monitored through the same pastoral system which is overseen by the Assistant Head (Pastoral) in the Junior School.

Transition

Transition from the Pre-School to Reception class and Reception to Year 1 is carefully planned for, with time given to ensure continuity of learning.

Pre-School pupils will be invited into Reception for two play sessions during the summer term, pupils attending PGS Pre-School will have the opportunity to attend Infant assemblies as they progress through Big Cubs. Reception teachers will come and meet the Pre-School pupils during the summer term and will meet with the Pre-School staff to discuss individual pupils.

The Pre-School and Reception Leads meet regularly to plan topics across the EYFS and ensure opportunities for enrichment activities and enhanced learning are provided throughout the year.

Pupils in Reception will be invited to spend an afternoon in their new form during the second half of the summer term. The Reception team will meet with Year 1 staff to discuss the pupils to ensure a smooth transition.

EYFS profiles and characteristics of effective learning will be shared with Year 1 teachers at the end of the academic year.

Allocation of Tasks

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head of Pre-School and Infants, Pre-School Lead & Reception Leader	As required, and at least tri-annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of Pre-School and Infants, Pre-School Lead & Reception Leader	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head of Pre-School and Infants, Pre-School Lead & Reception Leader	As required, and at least annually
Reviewing input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Head of Pre-School and Infants, Pre-School Lead & Reception Leader	As required, and at least annually
Formal review	SLT	Tri-annually

Version Control

Date Approved	13 th June 2024 (SLT)
Date Reviewed	13 th June 2024 (EYFS Team)
Next Review Date	Summer Term 2027
Policy Author	Head of Pre-School & Infants
Status	ISI requirement for inspection
Report	Junior School & EYFS Report

Ph4updated050625