



Wateringbury Church of
England Primary School

Early Years Foundation Stage (EYFS) Policy

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| July 2024 | Updated following changes in school structure and curriculum as well as updates to the EYFS Framework |
| September 2025 | Updated to reflect school structure and updates to EYFS framework. Some new updates are already included in other policies such as intimate care, food, attendance and child protection. |

Learning, growing, achieving....our journey together with God.

Our Vision and Values

Guided by our Christian values and nurturing culture, we aspire to enable everyone to grow green leaves to meet the challenges of our ever-changing world and to send out our roots to the wider community.

Every child is seen as a unique learner, loved by God and is equally valued and championed to grow and achieve their very best in all they do.

LOVE FORGIVENESS JOY RESILIENCE RESPECT COURAGE

EYFS Policy & Philosophy

At Wateringbury CE Primary, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment.

Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

At Wateringbury CE Primary School, the Early Years Foundation Stage is viewed as a distinctive and vital phase of education which integrates the care and education of our youngest children. We believe that the Early Years must provide every child with a feeling of security, being valued and the confidence to explore new learning.

Intent

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

ENGAGE our pupils in a stimulating environment led by the children yet carefully organised and managed by adults. Providing a curriculum responsive to individual starting points and needs.

INNOVATE our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.

DEVELOP high levels of engagement, curiosity, collaboration and cooperation. Highly adept at managing their own behaviour in the classroom and in social situations.

EXPRESS themselves with confidence in a meaningful way. Respecting the opinions and values of themselves and others.

"The education of even a very small child does not aim at preparing him for school but for life"

Maria Montessori, 1967

Implementation

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

"Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience." Fisher, 2016.

At Wateringbury, EYFS provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning (definitions in glossary). We are ambitious in our approach using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided group work.

Shared Input

Three times a day as a whole class covering the specific areas of literacy, maths and phonics objectives. These objectives follow our curriculum outline, identified next steps of the class, 'Development Matters' 2023, White Rose planning scheme and the Floppy's Phonics Curriculum.

Adult led focused groups

Short, focused groups are planned for writing, reading and maths and immediately follow a shared input. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child's learning experiences and guidance from the EYFS document 'Development Matters', 2023. The amount of focus groups carried out within a week reflects the needs and interests of the class and can vary each week.

Continuous Provision

"To continue the provision for learning in the absence of an adult." Alistair Bryce-Clegg, 2013

Time to explore continuous provision is known as 'Exploring Time' and we aim to maximise this time each day. Indoors and outdoors resources are organised to develop children's skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests – discover, experiment and explore our key themes. Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

Assessment

Within continuous provision our assessment strategy is 3-fold.

1. Observation

Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Watringbury CE Primary School.

"Young children demonstrate language, mathematics, science, creativity, physicality – sometimes all within one activity – and the task of the practitioner is to make sense of what is seen, to recognise any significant steps in learning that may have taken place and to identify where help and support are needed to make further progress" Jan Dubiel, 2014

Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement.

All adults record 'Wow!' moments – when a child does or says something that demonstrates progress or skill in a particular area. This will initially be posted on our 'Learning Wall' and then either recorded in their Learning Journal or in their online portfolio.

2. The Leuven scales

Alongside the use of observation as an assessment tool we also rely upon the pioneering work of Professor Ferre Laevers (1980s) to understand how focused and comfortable the children are in our setting.

The scales of well-being and involvement act as a measure of deep learning and of the effectiveness of the learning environment. This has an empowering impact on our planning and can help to develop

the huge potential of the children. All children across the school are baselined against the Leuven Scales to assess the need for support.

The 5-point scale measures:

Well Being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good mental health. It is linked to self-confidence, a good degree of self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is a necessary condition for deep level learning and development.

3. Summative Assessments

In addition to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development, the stable order principle in number and an assessment of each child's stage of development for each of the 7 areas of learning. These take place termly and informs planning of subsequent teaching and learning.

Each term, we carry out summative assessments in phonics and maths to assess the children's progress, support planning for next term and identify the need for any interventions to address learning gaps. These are in line with the schemes that we follow at Wateringbury.

"High-level attainment comes from high-level engagement." Alistair Bryce-Clegg, 2015

The role of the adult

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment. At Wateringbury, we believe the adults in the classroom are one of the most valuable resources we have available.. All children start school in September and the class is taught by a trained Early Year's teacher and a teaching assistant.

We recognise that teaching can take place at all times of the day through more directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments exciting to all children and encourage our staff and volunteers to value every learning opportunity.

Within our setting interactions between children and adults will look like this:

- ◆ Tuning in to what is happening or a child's thinking.
- ◆ Showing genuine interest.
- ◆ Respecting children's own decisions and choices.
- ◆ Inviting children to elaborate.
- ◆ Recapping on what has happened so far.
- ◆ Offering personal experience.
- ◆ Clarifying ideas.
- ◆ Reminding.
- ◆ Using specific praise e.g. that is a good idea because...
- ◆ Offering an alternative viewpoint.
- ◆ Speculating/ using 'I wonder if...'

The definition of teaching in the Early Years as stated by OFSTED (2015);

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

"A key role of the early childhood educator is to sustain children's thinking and follow the momentum of their learning." Julie Fisher, 2016.

The role of the environment

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

"When it comes to what we have and where we have it, then nothing should be left to chance" Alistair Bryce-Clegg, 2015.

At Watringbury each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space in order to meet and challenge their needs and abilities.

Using resources that are open ended encourage creativity, imagination and high order thinking skills. For example, the workshop may contain ribbon, lace, pinecones or lolly sticks. Outside role play is deconstructed with access to logs, planks, sheets and tyres. These resources can become anything and have unlimited potential.

To reflect the importance of child-led, play-based learning at Watringbury, our timetable allows for long uninterrupted periods of Exploring Time that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.

Early Years Curriculum 2023

At Watringbury we follow the EYFS Framework (2023). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- ◆ communication and language
- ◆ physical development
- ◆ personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- ◆ literacy
- ◆ mathematics
- ◆ understanding the world
- ◆ expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) The descriptors for these can be found in the appendix.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Wateringbury are three **Characteristics of Effective Learning**.

- ◆ playing and exploring - children investigate and experience things, and 'have a go'
- ◆ active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ◆ creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Our EYFS Curriculum is outlined in our **Reception Long Term Overview** which allows us a flexible outline of the year to plan against, learning steps for each area and may share links to the KS1 National Curriculum to support transition into Key Stage 1.

Reading at Wateringbury CE Primary School

Phonics

Systematic synthetic phonics is taught using the ORT Floppy Phonics scheme and the document 'Letters and Sounds' (2007). Whole-class or small group teaching takes place daily. In this scheme, the different units of teaching are known as *stages* rather than *phases*.

We start the year by continuing the children's development of Stage 1.

In Stage 1 phonics, children are taught about:

- ◆ Environmental sounds
- ◆ Instrumental sounds
- ◆ Body percussion (e.g. clapping and stamping)
- ◆ Rhythm and rhyme
- ◆ Alliteration
- ◆ Voice sounds
- ◆ Oral blending and segmenting (e.g. hearing that d-o-g makes ‘dog’)

Stage 1+ begins when all pupils are attending school full time and baseline assessments have been completed. Pupils move through Stage 1+, Stage 2 and Stage 3 throughout the year. Every phonics lesson incorporates the reading and writing of common exception and high frequency words.

Here is an overview of the structure of a week’s Phonics Sessions:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|--|---------------------------------------|--|--|
| Revisit and Review | Practise | Revisit and Review | Practise | Revisit and Review |
| Teach a new sound and grapheme | Apply using consolidation work sheets | Teach a new sound and grapheme | Apply using consolidation work sheets | Whole Class Read and Spell |

Beginning in the EYFS children are taught how to segment words into syllables and then how to segment and blend each syllable using actions (at Wateringbury we use “sounding out hands”). Each phonics session is 15-20 minutes in duration and follows a teaching sequence which is implemented throughout the school ensuring transition to Key Stage 1 is seamless. To support sound pronunciation, we use Cued Articulation actions alongside our phonics scheme.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme or grapheme or common exception word, informing future planning. Summative assessment takes place at the end of each set of sounds. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

These summative assessments also support which set of decodable reading books a child will take home with them. All reading books have been organised to link with a specific set of sounds and graphemes and are fully decodable once the children have been taught this set. The children may also take home a book that has been highlight as non-decodable. These are still valuable for practise but may contain words that are not phonetically decodable by the children and support may be required.

Shared exploration of language

At Wateringbury, we believe the key to success in reading is communication. Research clearly shows that the level of development in language and communication is the greatest predictor of success in later life.

Within the EYFS communication and language development is a prime area of learning. At school children use language to:

- ◆ Build strong relationships.

- ◆ Communicate their ideas and their feelings.
- ◆ Think creatively and critically.
- ◆ As a tool for learning.
- ◆ Become confident with the written word.

(Julie Fisher, 2016)

The development of a young child's communication and language comes primarily from tuning in to conversations that are meaningful to the child. The preparation for all aspects of written language develops through one-to-one conversation with a responsive adult. Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

Improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text.

Shared reading

Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and non-fiction, children will become aware of the range of strategies required when reading for different purposes.

The million-word gap: Young children who are read five books a day by the age of 5 have heard about 1.4 million more words than children who were never read to.

Ohio State University, 2019

At Wateringbury, children are read to at least 2 times a day at school in addition to books provided for home reading. We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and reread helps children to gain insights into meaning and story structure.

Individual reading

Encouraging reading for pleasure is part of our school vision to create learners for life. All children have their own individual reading books; one phonetically decodable, one non-decodable phonics book and one library book. Children select books from a wide range of genres including picture books, non-fiction information books and poetry. If needed, staff will guide pupils towards a suitable selection of a home reading book. Reading progress is monitored through use of a reading record.

Writing at Wateringbury CE Primary School

Mark Making

Time, space and attention is given to children's mark making, mathematical graphics, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children, these are reflected by the adults and used as starting points for planning.

Drawing Club

Encouraging a love of drawing and a desire to write is at the heart of our literacy curriculum. Drawing Club allows staff to introduce children to stories that will inspire their language and storytelling development and supports them in developing their pencil control in a way that gives ownership back to the child. It follows 3 Magical Moments each session:

1. Vocabulary – children are introduced to 8 higher level words related to the story each week.
2. Sharing a story – the children listen to stories or watch animations carefully chosen by the adult to inspire.
3. Drawing Club – children are invited to drawing club where they answer ‘Adventure Time’ questions based on the story to develop their imagination. Writing is encouraged through mark making, labelling and then sentence writing to describe.

Story Telling

‘Storytelling is an intrinsically human thing to do.’ Haven, 2007

Children have an innate desire to dictate a story and all adults are always on hand to listen and record their ideas and each story is valued and precious. We use ‘Tales Toolkit’ prompts to support story telling from the beginning of Reception and the children are encouraged to orally tell a story, mark make, draw pictures and eventually write to represent their story idea. The children learn that each story can be broken down into **characters, setting, a problem** and **a solution**. These prompts are used to create story plans during shared writing sessions where the children learn key story-telling vocabulary that they can use in their independent writing.



Handwriting

Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip. Children are supported in fine and gross motor development with weekly Dough Disco, Clever Fingers and Write Dance sessions. Handwriting is taught daily using the Squiggle Me into a Writer scheme.

On entering Reception, children are taught to write with a print letter formation that includes exit strokes. Digraphs are taught as joined letters. In Year 1, they are taught a pre-cursive script and by Year 2, they are encouraged to join with a cursive script.

Maths at Watingbury CE Primary School

There's more to maths than counting!

Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better. Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.

Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world. Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment.

In addition, maths is explicitly taught daily as short whole class sessions which may include independent learning challenges or be followed up with small group work within the environment.

Concrete – Pictorial – Abstract

Mastery of mathematical concepts in the EYFS takes the following approach:

Concrete – children use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.

Maths is everywhere!

Here are a few examples of how our environment promotes mathematical development:

- ◆ Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.
- ◆ Malleable – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes. Children are encouraged to measure ingredients to make their own dough.
- ◆ Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- ◆ Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.
- ◆ Outdoors – Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.
- ◆ Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. “One-two buckle my shoe” can develop number concepts, knowing direction that the print reads from left to right.

At Watringbury, we follow the White Rose Maths scheme throughout the school and our planning is supported by the NCETM Mastery program and Numberblocks throughout EYFS and KS1.

Parent Engagement

Parents are the first and most important influence on their child’s development and future outcomes. Children have two main educators in their lives – their parents and their teachers. Therefore, the school and the parents all have crucial roles to play. The impact on a child’s education is greater if parents and schools work in partnership.

Understanding the vital role parents play in their children’s learning journey as their first teachers, we aim to involve them as much as possible throughout their school journey. We do this in a range of different ways which range from communication with home to inviting parents into the school setting:

- ◆ Introductory Sessions
- ◆ Parent/Grandparent readers
- ◆ Reading books shared between home and school
- ◆ Phonics books are shared between home and school to support consolidation of these initial skills
- ◆ Weekly Learning Summaries on Class Dojo to highlight key learning moments
- ◆ Parent workshops (for example on phonics and maths)
- ◆ Parents can contribute to their child’s online Learning Journeys on Class Dojo.

- ◆ Parent Consultations twice a year as well as regular communication opportunities through the Class Dojo platform.

Transition

Transition from preschool to school is a big step for children and parents alike. To enable children to make as smooth a transition as possible, we begin our transition process in the Summer Term.

At Wateringbury, we have developed strong links with our two local preschools and work closely with them to ensure that we have detailed information about the children prior to them starting school. In the Summer Term, the EYFS Lead liaises with all pre-schools and observes each child in their setting. The children are invited to join us in school for three sessions in the summer term to familiarise themselves with their new environment and their new peers. Parents and children are then invited to socialise at a Teddy Bear's picnic in the summer term to support relationships between both adults and children.

Parents are invited to a Welcome Evening meeting to listen to a short talk about the ethos at Wateringbury, an explanation about what to expect during your child's first year at school and all parents will be provided with their school welcome pack.

The Early Years team carry out voluntary Home Visits during the Autumn term prior to the children's first half day sessions at school. The home visits are an opportunity for parents to share information about their child and also to discuss any specific worries or concerns that they or their child may have.

As stated earlier, 'it is knowing the child and family that opens up endless possibilities for interactions that deepen the emotional bonds between a practitioner and a child, and lead, in turn, to educational opportunities to support and extend learning.' (Fisher, 2016)

Inclusion

All children and their families are valued within our school, and we value the diversity of individuals within the school and do not discriminate because of differences.

At Wateringbury, we uphold the values of the SEND Code of Practice and follow our school SEND policy to ensure that all children are given the support required to achieve the best possible outcome at the end of the Foundation Stage. Each child's individual needs are assessed and monitored very closely throughout the year and prompt action is taken to provide individual or additional support, as required. We liaise very closely with pre-schools and health care providers to ensure that children with additional needs make a smooth transition into school life, and that any previously identified targets or support can be continued from the start. Any child experiencing some difficulty is discussed with both the teacher and the parents and if necessary, suggestions to help and support the child may be made. In consultation and agreement with the parents, the child may be included on the school's SEND register.

We seek to recognise the vast array of individual talents that all children have and nurture them in a positive way. All children are suitably challenged through the learning environment and through adult led activities and learning is always differentiated to meet the unique needs of groups and individuals.

Welfare and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2025)

- ◆ Children enjoy daily fruit and are encouraged to drink water throughout the day
- ◆ Free school lunch is available to children
- ◆ Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- ◆ Transition is carefully planned for the children from Nursery to Reception and Reception to Year 1 (see separate section on transition)
- ◆ Home visits are conducted at the beginning of the Autumn Term in order for us to gather and exchange important information that will help children settle well into Reception.
- ◆ A reception risk assessment is in place to review the health and safety arrangements on a regular basis.

We follow updated safeguarding advice from Keeping Children Safe in Education and follow the systems in place in our Safeguarding Policy.

All other policies relating to Health and Safety and Safeguarding are followed according to school policies.

Impact

The most recent statistics show 80% of our children leave the EYFS with a Good Level of Development (GLD). This is above the Local and National results in the UK.

Children enter Key Stage One ready to begin the next chapter of the educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life.

In 2017, a 'Study of Early Education and Development: Good Practice in Early Education' was published which outlined 3 themes that underpin effective practice that are aligned with our ethos and development.

At Watringbury CE Primary we;

1. **Tailor practice to the needs of the children** - the child is at the centre of our practice. We have a clear vision of what we want to achieve for the children in our care, and these clear goals inform all areas of our practice.
2. **Invest in skilled and experienced staff** - that support children to reach their full potential.
3. **Operate an open and reflective culture** - our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation, and all staff are keen to take the initiative to research and seek new ideas within the profession.

APPENDICES

The Leuven Scale for Well-being

| Level | Well-being | Signals |
|-------|----------------|--|
| 1 | Extremely low | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others. |
| 2 | Low | The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time. |
| 3 | Moderate | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort. |
| 4 | High | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. |
| 5 | Extremely high | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance. |

The Leuven Scale for Involvement

| Level | Well-being | Signals |
|-------|----------------|--|
| 1 | Extremely low | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. |
| 2 | Low | Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. |
| 3 | Moderate | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted. |
| 4 | High | Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted. |
| 5 | Extremely high | The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. |

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- ◆ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- ◆ Make comments about what they have heard and ask questions to clarify their understanding.
- ◆ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- ◆ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- ◆ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- ◆ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- ◆ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

- ◆ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- ◆ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- ◆ Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- ◆ Explain the reasons for rules, know right from wrong and try to behave accordingly.
- ◆ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- ◆ Work and play cooperatively and take turns with others.
- ◆ Form positive attachments to adults and friendships with peers.
- ◆ Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- ◆ Negotiate space and obstacles safely, with consideration for themselves and others.
- ◆ Demonstrate strength, balance and coordination when playing;
- ◆ Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

- ◆ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- ◆ Use a range of small tools, including scissors, paint brushes and cutlery.
- ◆ Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- ◆ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ◆ Anticipate – where appropriate – key events in stories.
- ◆ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- ◆ Say a sound for each letter in the alphabet and at least 10 digraphs.
- ◆ Read words consistent with their phonic knowledge by sound-blending.
- ◆ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- ◆ Write recognisable letters, most of which are correctly formed.
- ◆ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ◆ Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- ◆ Have a deep understanding of number to 10, including the composition of each number.

- ◆ Subitise (recognise quantities without counting) up to 5.
- ◆ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- ◆ Verbally count beyond 20, recognising the pattern of the counting system.
- ◆ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- ◆ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- ◆ Talk about the lives of the people around them and their roles in society.
- ◆ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- ◆ Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- ◆ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ◆ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- ◆ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- ◆ Explore the natural world around them, making observations and drawing pictures of animals and plants.
- ◆ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- ◆ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- ◆ Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- ◆ Share their creations, explaining the process they have used.
- ◆ Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- ◆ Invent, adapt, and recount narratives and stories with peers and their teacher.
- ◆ Sing a range of well-known nursery rhymes and songs;
- ◆ Perform songs, rhymes, poems, and stories with others, and – when appropriate try to move in time with music.