



EARLY YEARS FOUNDATION STAGE POLICY

Reviewed: October 2023

Next Review: October 2028



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1 INTENTION

1.1 Our Early Years curriculum intends to:

- Enable children to learn and develop in a healthy and safe environment showing determination, responsibility and respect
- Help children to gain the knowledge and skills to create secure foundations for future progress in school ensuring that they are Key Stage ready
- Give children the best possible start to their schooling career by ensuring that they are supported to fulfil their potential.

2 STRUCTURE OF THE EYFS

2.1 The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet for children between birth to five. In our school, our reception year follow the EYFS and start full time schooling during the academic year in which they are 5 years old.

2.2 The four guiding principles that shape our practice in the early years are:

- every child is unique, 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 build their learning over time. Children benefit from a strong partnership between practitioners and parents and / or carers;
- The importance of learning and development.

(Statutory Framework for the EYFS, 2021)

2.3 Many of the children joining our school have already been to a range of early years settings. The Early Years education we offer our children is based on the following principles:

- what children already know and can do;
- that no child is excluded or disadvantaged;
- a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- a rich and stimulating environment.

3 CURRICULUM

3.1 Our Reception year follows the curriculum as outlined in the latest version of the EYFS Statutory Framework that applies from September 2021. We also use Development Matters.

3.2 There are seven areas of learning and development that shape our curriculum. These areas of learning and development are important and inter-connected.



The Prime Areas are:

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

The Prime Areas are strengthened and applied through four Specific Areas:

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

(Statutory Framework for the EYFS, 2021)

3.3 The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELG):

- Listening, Attention and Understanding
- Speaking
- Self-Regulation
- Managing Self
- Building Relationships
- Gross Motor Skills
- Fine Motor Skills
- Comprehension
- Word Reading
- Writing
- Number
- Numerical Patterns
- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Being Imaginative and Expressive

A record of the children's development across all of these areas provides a picture of the whole child at the end of the Foundation Stage.

4 IMPLEMENTATION

4.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 1 & 2.

4.2 The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;



- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

5 PLAY IN THE FOUNDATION STAGE

- 5.1 Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

6 INCLUSION IN THE FOUNDATION STAGE

- 6.1 In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).
- 6.2 In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- 6.3 We meet the needs of all our children through:
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
 - using a wide range of teaching strategies based on children's learning needs;
 - providing a wide range of opportunities to motivate and support children and to help them to learn effectively;



- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This involves support from outside agencies, such as speech and language therapy, for some of children.

7 CONTINUITY & PROGRESSION

- 7.1 The EYFS in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.
- 7.2 Every effort is made to prepare the children for the next stages of learning and readiness for Key Stage 1. Links are made between classes and moderation between staff, ensures that progression and continuity are in place and this helps to address the needs of the pupils.

8 ASSESSMENT, RECORDING & MONITORING

- 8.1 We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. Planning uses children's interests and needs as the source.
- 8.2 During the children's first half-term in the reception class, the teacher assesses the ability of each child using the Baseline Assessment as directed by the DFE and additional assessments are undertaken to give breadth to the picture. We use this information to modify the teaching programme for individual children and groups of children.
- 8.3 The profile is used at the end of the year to inform the next teacher and enable them to make plans for the year ahead.
- 8.4 Parents receive an annual report that offers brief comments on their child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. Parents are also given the opportunity to formally consult with teachers each term regarding their child's progress and wellbeing.

9 THE ROLE OF THE PARENTS

- 9.1 We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:
- talking to parents about their child before their child starts in our school;
 - the children have the opportunity to spend time with their teacher before starting school;
 - inviting all parents to an induction meeting during the term before their child starts school;



- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through discussion at the end of the school day or notes in the reading record book.

10 RESOURCES

- 10.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.