



Stanion C.E Primary School

Early Years Foundation Stage Policy

Our Vision - Love, Inspire, Flourish, Embrace – LIFE

The root of the ethos of Stanion Church of England Primary School is based on the two commandments in Saint Matthew's Gospel.

'Love the lord your God with all your heart, with all your soul, and with all your mind.'

'Love your neighbour as yourself'

Early Years Foundation Stage

Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'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.'

Introduction

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself. For young children there is no distinction between work and play. Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the foundation stage, many of these aspects of learning are brought together effectively through playing and talking.

Aims/Objectives

In EYFS we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special;
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally;
- Providing a safe, secure and caring environment where children feel happy and know that they are valued;
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community;
- Teaching them to express and communicate their needs and feelings in appropriate ways. Encouraging children's independence and decision-making, supporting them to learn through their mistakes;
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously;
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own;
- Understanding the importance of play in children's learning and development;
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn;
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development;
- Providing effective learning opportunities in a range of environments, inside and outside.

Statutory Framework of EYFS

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Early Years Foundation Stage Framework' (March 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- **Children develop and learn in different ways and at different rates.**

Development Matters guides our professional judgements.

The curriculum is centred on 3 prime areas of learning:

- Personal, Social and Emotional Development

- Communication and Language
- Physical Development

Providers must also support activities through four specific areas which strengthen the prime areas. These are:

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

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

Observations and Assessment

The statutory Reception Baseline Assessment (a statutory requirement from September 2021) will be carried out during the children's first six weeks upon entering the setting. This assesses each child's Maths, Literacy, Communication and Language skills. For all other areas, we will continue to use the EYFS profile as a basis for our teacher judgements. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development. The baseline is then used to track each child's progress throughout the year. The continual assessment and tracking of children's progress, against the Stanion Primary School Assessment Milestones at the end of Term 2 and 4, informs the teacher as to when interventions may be required to support the child's learning. These interventions are recorded on Provision Maps which are updated as necessary.

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute.

Observations of children's achievements are collated in their own personal, online 'Tapestry' Learning Journal. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments.

Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home.

These ongoing observations are used to inform the teacher judgments made against the Early Years Foundation Stage Profile. The children's progress is reviewed continually. Throughout their time in Reception, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

Safety including safeguarding and welfare requirements

The safety and welfare of our children is paramount at Stanion C of E Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health including oral health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs.

Stanion C of E Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Stanion C of E Primary School. Backing up this policy is a dedicated safeguarding team which includes three Designated Safeguarding Leads, one of whom is the EYFS teacher. All staff are vigilant in reporting concerns.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies.

The role of parents/carers

We recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents. Parents have access to the Tapestry Online journal where they are able to view the observations made on their child and add any observations they make at home.

We value the role of parents as children's primary educators. We encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school;
- Talking to them about their child's interests and needs during our introductory sessions in school and at our home visits carried out each September;
- Holding an 'Early Reading and Writing' workshop in September.
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each term;
- Welcoming parents as volunteers into our school;
- Providing parents with an end of year summary report detailing achievements;
- We also draw on our links with the community to enrich children's experiences by taking them on outings to the local church and around the village.

Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective

partnerships with those involved with the child and other settings. Children attend a number of introductory sessions to develop familiarity with the settings and practitioners. Our Reception staff also visit the local nurseries and preschools in return, to familiarise themselves with the children.

Parents/carers are encouraged to take up the offer of a home visit (by the Reception class teacher). This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data is sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom OR with the Year 1 teacher in Falcon Class to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.

Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher and Reception team as appropriate and any necessary actions are taken.

All adults in the Reception team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

Admissions and Induction (Please read in conjunction with our Admissions Policy)

Stanion C.E (Aided) Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old.

Information about how to make such a request and the process that will be followed can be obtained from the Local Authority.

The children starting school in September will be part-time (mornings) for the first 2 weeks. This allows the class teacher to carry out home visits and meet the child in their home setting. The aim of these visits is to support the teacher to develop their knowledge and understanding of each child in order to make the transition period as smooth as possible.

In the summer term parents are invited into school to meet the setting practitioners. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. Information packs will be distributed to parents at this meeting, detailing school routines and expectations. Usually, after 2 weeks, most children attend the setting full-time, though parents can opt for their child to attend part-time should they see fit until their child has their 5th birthday. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a

calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed _____

Chair of Governors

Signed _____

Head Teacher

Policy Reviewed and agreed – 17th July 2023

Next Review – July 2024

Appendices:

- Link to the 'Statutory Framework for Early Years Foundation Stage:
[file:///wpsdc01/Staff%20Folders\\$/vicki.devilliers/Desktop/EYFS_STATUTORY_FRAMEWORK_2017.pdf](file:///wpsdc01/Staff%20Folders$/vicki.devilliers/Desktop/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
- Link to Development Matters:
[file:///wpsdc01/Staff%20Folders\\$/vicki.devilliers/Desktop/EYFS%20Documents/Development-Matters.pdf](file:///wpsdc01/Staff%20Folders$/vicki.devilliers/Desktop/EYFS%20Documents/Development-Matters.pdf)
- Link to Early Years Foundation Stage Profile:
[file:///wpsdc01/Staff%20Folders\\$/vicki.devilliers/Desktop/EYFS%20Documents/EYFSP_Handbook_2019.pdf](file:///wpsdc01/Staff%20Folders$/vicki.devilliers/Desktop/EYFS%20Documents/EYFSP_Handbook_2019.pdf)