



EYFS Policy

September 2023

Early Years Foundation Stage Policy

2023

"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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

EYFS Principles

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, the Reception children are admitted at the beginning of September on a part time basis for approximately two weeks, following which they all begin full time education.

The overarching aim of the Early Years Policy is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being. At Baines, we promote the principles of the EYFS Statutory Framework (and also the non-statutory Development Matters in the Early Years and Birth to Five Matters documents) in all that we do. We strive to ensure that all children develop a love of learning that will enable them to have the best possible future life chances.

The success of this in EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Baines Endowed we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school. All children at Baines Endowed Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. 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.

In the EYFS we set realistic and challenging expectations that meet the needs of 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

- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

"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."

At Baines Endowed Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We endeavour to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Baines Endowed Primary School we recognise that children learn to be strong and independent individuals through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners:

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We do this through:

- An induction evening which takes place in the Summer term when the parents are invited into school (this has been delivered online for two consecutive years due to the coronavirus pandemic). A PowerPoint presentation is viewed to show examples of the kinds of activities the children will undertake at school. The parents receive a pack which explains the arrangements for induction. Inside the pack is a booklet for the child to fill in and return to school on induction visits.
- The children have the opportunity to spend time in the Reception Class during the Summer Term.
- Reception Staff will visit each child in their nursery setting in the Summer where possible.
- Open afternoons will be held in the first few weeks of Autumn term to enable parents to come in and speak to the Reception staff if they have any questions or concerns.
- Reception staff are always available at the classroom door on drop-off and collection to speak to parents if they wish.
- Parents are invited to attend a phonics presentation explaining our Little Wandle phonics scheme.
- There are formal meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress.
- Dojo points; each parent will receive a login for their child so that they are able to support achievements within school. This is also a great way for parents and teachers to communicate about their child's education.
- The children will have homework books which will keep parents up to date with the topics in class.

- Children receive a learning pack in the Autumn term to help parents support learning at home particularly with regards to phonics and maths.
- Parents receive a report on their child's attainment and progress at the end of the Foundation Stage;
- Each half term the parents are invited into the classroom to join the children in a topic focused Open Afternoon and are also invited to Open Evenings; giving an opportunity for parents to listen to subject leaders in school discuss assessment, progress and the curriculum.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as 'Key Person' to half of the children in EYFS and the HLTA the other half.

Enabling Environments

At Baines Endowed Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

The Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children.

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, HLTA and other adults as appropriate. These observations are recorded in a variety of ways and used to create a Baseline at the beginning of the year and to assess the Early Learning Goals at the end of the year.

The Reception Classroom is organised to allow children to explore and learn independently and safely. We have our own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Baines Endowed Primary School we recognise that children learn and develop in different ways. We value all areas of learning and development and understand that they are often linked.

We aim to support learning and development through:

- 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
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- 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;

- 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;
- the good relationships between our school and the settings that our children experience prior to joining our school;

The EYFS Framework

The EYFS is made up of three prime areas of learning:

- communication and language - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
- personal, social and emotional development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

and four specific areas of learning:

- literacy - It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- mathematics - Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- understanding the world - involves guiding children to make sense of their physical world and their community.
- expressive arts and design - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All areas are delivered through a balance of adult led and child initiated activities. At Baines Endowed Primary School, we aim to provide every child with the skills to become a happy, independent and curious lifelong learner through our teaching.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1."

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Baines Endowed Primary School we support children in using the three characteristics of effective teaching and learning.

Playing and exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creating and thinking critically

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

Safeguarding

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance. Our school has rigorous Safeguarding procedures that are used to identify anyone at risk or harm and the policy sets out clear procedures for reporting any concerns. Please see 'Safeguarding Policy' for more information.

Staff are familiar with the Safeguarding and Child Protection Policy and that Mrs Finney is the Designated Senior Lead (DSL) for Safeguarding and Child Protection and Mr Leah is the Assistant DSL. Photographs of the children are taken for assessment purposes and used in their Learning Journeys. All parents are made aware of this and are asked to put in writing if they would not like their child to be included. Photographs are deleted off cameras as soon as possible and only the school camera or school iPads are used to take pictures.

Assessment and Reporting

A baseline assessment is made at the beginning of the year based on information from parents, pre-schools and initial observations. The statutory Reception Baseline will also come into force this year and so will also be used as part of the EYFS baseline assessment. Observational assessment continues throughout the year using 'Development Matters' and 'Birth to Five' as a guide to ensure progress.

Assessment is an essential and important part of the Early Years for children's learning and development. Assessment takes a variety of forms in order to gain an understanding of each child's level of understanding. These can be through observations, photographic evidence, examples of work, staff or parental conversations.

Assessment occurs throughout any taught session as well as during free flow times when children are embedding and extending any previous learning. These assessments will then be used to shape and adapt any future learning. Children are continuously observed by the staff in Reception and some of these observations may also be made on the Tapestry App, which allows staff to take photos, videos and to make notes while observing what the children are doing or saying. From such observations we can ascertain what the next steps are for the children. Termly reviews of assessment are recorded on an EYFS Tracker and discussed on a regular basis with the EYFS Teacher, The Assessment Co-coordinator and the Head teacher.

At the end of the year the children are judged on the Early Learning Goals. These are again recorded on the Tracker, reported to Parents and shared with the Year 1 teacher.

We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction
- ensuring our environment enables the child to flourish to their full capacity
- regular teacher assessments and also including a range of contributors where necessary e.g. parents, the school nurse, Speech and Language Therapy, outreach teachers and other relevant adults
- moderation within the local clusters

A written summary of our assessment is provided to parents in the final half term, reporting their progress against the ELG's. We give opportunities for the parents to discuss these judgements with the EYFS teacher.

Equal Opportunities and SEND

We value the diversity of individuals within the school and do not discriminate against children because of 'differences.' All children at Baines Endowed Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. 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. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND policy. Further information can be found in the school's Equality Policy.

Monitoring and review

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

Miss Haynes 2023

Reviewed:

November 2017

September 2018

October 2019
July 2020
July 2021
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All quotations included in this document are taken from the Statutory Framework for the EYFS.