

A Place to Flourish
“I have come that they may have life, and have it to the full” (John 10:10)



Early Years Foundation Stage (EYFS) Policy

Date of review/adoption	Spring 2024
Date of next review	Spring 2026
Notes	Reflects changes to “Statutory framework for the early years foundation stage” (September 2021)

Signed ... *C. Robertson** ... Chair of Governors

Date06/03/2024.....

**Electronically signed and approved at Full Governing Board Meeting held on
25.03.2024*

BLUNDESTON CEVC PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

1 Introduction

1.1 The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, all children are offered a full-time place from the September in the academic year in which they are five, although there is still the option to attend part-time if this is preferred. (Compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins for our children at the beginning of Year 1. The EYFS is important in its own right, and in preparing children for later schooling. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

1.2 Children joining our school have already learned a great deal. Many have been to one of a range of settings that exist in our community. We work closely with parents, carers, families and other schools, settings and agencies. The early years education we offer our children is based on the following principles:

A Unique Child

- We understand that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- We build on what our children already know, can do and their interests;
- We celebrate our children's successes, both at home and at school;
- We acknowledge, and respond to, the individuality of each child.

Positive Relationships

- We believe that children learn to be strong and independent through positive relationships;
- We foster positive relationships between the adults and the children in the setting, as well as parents/carers, supported by the school's outstanding Christian ethos;
- Our children work well together and support each other to be independent in their play and learning;
- We begin to develop our children's understanding of British values, such as right and wrong, being respectful, working together and fairness.

Enabling Environments

- We believe that 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;
- We understand that children benefit from a strong partnership between school and parents/carers;

- We provide a rich and stimulating learning environment, providing opportunities for learning both indoors and outdoors that supports all areas of learning.

Learning and Development

- We understand that children develop and learn at different rates;
- We offer opportunities for learning through a play-based approach. This has a range of starting points and content that matches the needs of each individual child;
- Our curriculum is broad and balanced;
- We promote and reinforce positive behaviour;
- We instil a love of learning where children are inspired.

2 Aims of the Early Years Foundation Stage (EYFS)

2.1 The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being
- positive attitudes and dispositions towards their learning
- social skills
- attention skills and persistence
- language and communication
- reading and writing
- mathematics
- understanding of the world
- physical development
- expressive arts

2.2 The Early Years Foundation Stage seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

3 Teaching and learning

3.1 The specific features of outstanding practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents/carers, 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 Early Years Foundation Stage;
- good quality teaching of phonics and early number skills, taught by highly skilled staff;

- 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/carers;
- the use of a range of ways of recording children's learning, including observations, photographs, written evidence and using Tapestry;
- 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 Early Years Foundation Stage.

4 Play in the Early Years Foundation Stage

- 4.1** 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.

5 Inclusion in the Early Years Foundation Stage

- 5.1** In our school, we believe that all children should be given the opportunity to reach their full potential, underpinned by our Christian vision for our school as "**A Place to Flourish**". 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.

- 5.2** In the Early Years Foundation Stage, we set realistic expectations that meet the needs of our children, with the aim that most will meet the Early Learning Goals by the end of their Reception year. 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.

- 5.3** 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.

6 The Early Years Foundation Stage curriculum

6.1 The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the "Statutory framework for the early years foundation stage" (September 2021). The experiences that our children have enable them to develop a number of competencies, skills and concepts across the areas of learning.

6.2 Three areas are particularly important for building a foundation for igniting our children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

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

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

6.3 The "Statutory framework for the early years foundation stage" provides the basis for planning in our Reception class. In all areas of the curriculum, we plan for children to learn through whole class and small group work, as well as through play in our continuous provision, with adults facilitating this learning. Some elements of the curriculum, such as phonics and maths, lend themselves to a more structured, formal approach whilst others, such as personal, social and emotional development and communication and language, are predominantly taught by interacting with children and supporting their social and language skills as they play. In addition, children are encouraged to learn through exploration and this is particularly apparent in our woodland area. We also allow for a balance between children following their interests and adults introducing new ideas.

7 Assessment

- 7.1** Assessment plays an important part in helping parents/carers and staff to recognise children's progress, understand their needs, and to plan activities and support teaching and learning experiences reflecting that knowledge.

We make regular assessments of children's learning, and we use this information to ensure that future planning is responsive and reflects identified needs.

We quickly identify children who are not making expected progress and provide additional support for them. We have specialised assessment programmes which we can use to identify these children's specific needs.

- 7.2** We use an online system called Tapestry to collect evidence of children's learning and progress. This is a way of sharing with parents their child's learning in school. We also share their learning at the parents' meetings held in the Autumn and Spring terms. Tapestry provides a two-way communication platform with parents. Parents are encouraged to comment on observations made in school, as well as contribute with information about their child's learning at home.

- 7.3** The Reception Baseline Assessment (RBA) is a short, statutory assessment, taken in the first six weeks in which a child starts Reception.

- 7.4** The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs are not the EYFS curriculum. Instead, they support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1.

- 7.5** When forming a judgement about whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement.

- 7.6** In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The Profile reflects staff's own knowledge and professional judgement of a child to inform discussions with parents/carers. Each child's level of development is assessed against the early learning goals. The teacher decides whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

- 7.7** The school shares each child's EYFS Profile with their parents/carers once completed. Parents/carers receive an annual report that offers brief comments on their child's progress and achievement in each area of learning. It also comments on how each child has demonstrated the

characteristics of effective learning and highlights the child's strengths and development needs. These are sent to parents/carers towards the end of the Summer term.

8 The role of parents/carers

8.1 We believe that all parents/carers have an important and key role to play in the education of their child. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- talking to parents/carers about their child before their child starts at our school;
- the children having the opportunity to spend time with their teacher before starting school;
- inviting all parents/carers to an induction meeting during the term before their child starts school;
- encouraging parents/carers to contribute to their child's online Tapestry learning journey;
- offering parents/carers regular opportunities to talk about their child's progress in our Reception class;
- encouraging parents/carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents/carers in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress. Parents/carers 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/carers 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/carers, such as events at the local church and information sessions for parents/carers;
- offering a range of activities that support the involvement of parents/carers.

9 Resources

9.1 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.

10 Monitoring and review

10.1 This policy will be regularly reviewed and updated to reflect any changes to legislation and statutory guidance.