



## EYFS Policy 2021 (New Framework)

'There are highly effective strategies in place to develop pupils' confidence and raise their self-esteem. This is particularly important for those potentially vulnerable pupils who join the school part-way through the academic year, some of whom have experienced challenges in their previous schools.'  
OFSTED 2018

### Early Years Foundation Stage Policy Value Statement

At St John's CE Primary School the children in Reception are cared for and provided with a stimulating and challenging environment which enables them to have the best possible start to school. Our provision is fully inclusive, respects and values diversity and is sensitive to all children's needs. We believe in working with the family and carers, in partnership, ensuring a wealth of opportunities for the children to begin the process of becoming engaged learners, creative and critical thinkers for life through play-based learning and exploration.

### Introduction

This policy is based on the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. The EYFS Framework (2021) applies to children from birth to the end of their Reception Year.

In our school, children can join us from the day after they are 3 years old, or at the beginning of the school year in which they are five. Compulsory schooling begins at the start of the term after a child's fifth birthday. Key Stage 1 begins for our children in Year 1.

The EYFS is important in its own right, and in preparing children for later learning. The Early Years curriculum we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs and interests of our children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.
- it enables children to make an effective transition from their setting/home to school and from The Early Years Foundation Stage to Year 1.

### EYFS Principles

Effective practice in the EYFS is built on the following overarching principles:

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children learn and develop at different rates

These principles from the EYFS Framework (2021) inform and underpin all the teaching and learning which occurs in the Foundation Stage at Kingsley St John's.

Each child is treated as unique and has the opportunity to form positive relationships in an enabling environment.

#### The Early Years Foundation Stage Curriculum (INTENT)

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the EYFS Statutory Framework (2021).

The areas of learning include are split into two different areas; prime areas and specific areas.

The prime areas begin to develop quickly and support the other areas of learning:

Personal, Social and emotional development

Communication and Language

Physical Development

The specific areas include essential skills and knowledge and provide contexts for learning: Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

None of the areas of learning can be delivered in isolation from the others; they are equally important and depend upon each other to support a rounded approach to the development of each child. The ways in which a child learns underpins their learning and development across all areas of the curriculum.

Within the Early Year Foundation Stage, we support the children to learn using the Characteristics of Effective Learning:

Playing and exploring

Active learning

Creating and critical thinking

These are the ways in which each child will engage with other people and their environment in order to progress and develop throughout the Early Years Foundation Stage and are reflected in our practice.

The Development Matters document provides the basis for planning our curriculum.

Long term planning is flexible and adapted to the children's interests.

Children are provided with a quality text to underpin their learning and broad areas of learning. Planning then follows their interests.

Short term planning is completed for each half term which details the Development Matters statements to be covered and is informed by observation and assessment. Our curriculum is designed to ensure children leave EYFS with a broad range of knowledge and are ready for National Curriculum.

#### Teaching and learning style (IMPLEMENTATION)

Our policy on Teaching and Learning defines the features of effective teaching and learning in our school.

It includes whole class teaching and working with small groups or individuals. Teaching and Learning in the Foundation Stage also includes planned, purposeful play which is a mixture of adult led and child initiated. We advocate that play is essential for children's development and that adults should take time to explore and play with the children on a daily basis.

The Reception planning involves indoor and outdoor areas and activities. The EYFS team work in partnership. The children also have daily, timetabled access to the Outdoor Learning Area which is used to develop all areas of learning throughout the year.

The following allows are children to make progress across the seven areas of the curriculum:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the relationship that teachers establish with children and how they 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; we believe that children learn through active, hands-on experiences both in and outside of the classroom.
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years 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 'Assessment for Learning' of children through observations, which are shared with parents through weekly newsletters
- the good relationships between our school and the settings that our children experience prior to joining our school or in conjunction;
- the clear aims and success criteria for our work, and the regular monitoring to evaluate our planning and improve what we do;
- the regular identification of training needs of all adults working within the Early Years Foundation Stage using the school appraisal system to inform this, alongside the partnership established with Evidenced Education.

#### Assessment (IMPACT)

We make regular, on-going assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is ongoing and is an integral part of the learning and development process. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

The Early Years staff make systematic observations and assessments of each child's achievements, interests and learning styles. The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for the child. The observations are then matched to the development matters objectives, early learning goals and characteristics of learning and are collated in each child's Learning Journey. The observations may take the form of photographs, examples of work or long observations. These assessments are mostly taken from child-initiated pieces of work in order to show a true picture of the child's level of development.

Parents are able to contribute to their child's learning journey by emailing the teachers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The assessments contain a wide range of evidence that are shared with parents at each parental progress meeting and inform our judgements in the end of year Early Years Foundation Stage.

The Early Years Foundation Stage Profile is moderated at local level in Cluster groups and by the Senior Leadership Team within school.

Parents receive an annual report that offers brief comments on each 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. We complete these in June and send them to parents in early July each year.

### The Role of Parents

We believe that parents are the child's first educator and that all have an important role to play in the education of their child. Parents are made to feel welcome and valued in their dealings with all members of staff. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- the teacher or teaching assistant visits all children in their Playgroup or Nursery setting prior to their starting school;
- the children have the opportunity to spend time with their teacher (who is also their key worker) before starting school during Storytime sessions;
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns. If needed a meeting will be set up between the staff and parent/carer so that any issues can be resolved quickly.
- at least two stay and play sessions before the children start school,
- regular newsletter from school which keep parents 'in the loop' with events and opportunities in Class 1. These are also available on the school's website.
- arranging for children to gradually be introduced to the school over the first two weeks of the autumn term.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;

At the start of the year a curriculum overview will be shared.

There is a formal parents meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

### Safeguarding and Welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

### Play in the Early Years Foundation Stage

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, gain confidence as they explore and develop essential social and communication skills. Children are given the opportunities to investigate and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation stage curriculum. We include the three characteristics of effective learning (playing and exploring, active learning and creating and thinking critically) in all planning.

The children have the opportunity to think critically and creatively alongside other children and are given time to reflect on problems and encouraged to find their own solutions. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. The children are involved with both group and individual play, which is

initiated by both the adults and the children. They learn through being active learners working with a wide range of resources.

Through play children will develop intellectually, creatively, physically, socially and emotionally. It gives children the opportunity to take risks and make mistakes.

#### Inclusion in the Early Years Foundation Stage

In our school we believe that all our children matter and deserve too reach their full potential. 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 Early Years 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.

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 and styles;
- 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 (particularly in the prime areas) and taking action to provide support as necessary. This involves speech therapy for some of our children.
- working alongside a range of adults within our setting and from outside agencies who can provide specialist knowledge and support for children with additional social, emotional, behavioural and educational needs such as our school SENCo and Speech Therapists.

#### Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Our outdoor and indoor learning environments are split into smaller areas which allow the children to find and choose their own resources easily and as we believe that this encourages independent learning.

Most resources are available to the children every day, and these can be seen in the Continuous Provision Map.

Any additional resources which enhance and support the children's learning, these could be topic based or from the children's ideas, are recorded on the teacher's planning each week. We use materials and equipment that reflect both the community that the children come from and the wider world. We provide resources which are clean and safe and use a daily health and safety check to manage our indoor and outdoor environments.

Policy reviewed: October 2021

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