



Early Years Foundation Stage Policy

Formally adopted by the Governing Board of:-	Fairstead Community Primary and Nursery School
On:-	7th July 2020
Reviewed	Sept 2021

1. Aims:

This policy aims to ensure:

- Children in the EYFS stage access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Fairstead Community Primary School children join us, part time at the age of three (Nursery) and transfer to the Reception class at the beginning of the school year prior to their fifth birthday.

We have two Reception classes and one Nursery class.

3. Legislation:

This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS).

The Early Years Foundation Stage is based upon four themes • A Unique Child • Positive Relationships • Enabling Environments • Learning and Development

• A Unique Child:

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 do this by:

- 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 learn effectively
- Offering a safe and supportive learning environment in which the contribution of all children is valued
- Employing resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities and of children from all social and cultural backgrounds.
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.

- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

- **Positive Relationships:**

At Fairstead Community Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our induction meeting.
- Providing a handbook of information about commencing Reception
- Outlining the school's expectations in the Home-School agreement.
- Inviting new starters to spend time in Reception Class for sessions during the summer term if they are not already in Nursery
- Providing an induction meeting for parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Tapestry Learning Journal and termly newsletters
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Having regular access to their children's online Tapestry learning journey and valuing the on-going contributions that they make to them.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas Nativity play and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

- **Enabling Environments:**

At Fairstead Community Primary school the daily routine is structured to include time for personal exploration, small and large group sessions and social experiences.

- The routine ensures time for children to repeat, revisit and reflect on their previous experiences, which includes long, uninterrupted 'explore times' during which children can really 'get lost' in their learning
- The routine is always consistent, thus ensuring children feel secure and are able to operate independently. Within the elements of the daily routine varied and enriching experiences are planned to maintain and stimulate children's attention and learning.
- Children are emotionally contained in a small consistent group – their key group base is supported with pictures displayed of themselves and their work, their families or other significant people

- Boundaries are clear and consistent across the setting
- Children are empowered to manage their feelings, keep themselves safe and resolve conflicts using the Restorative Justice steps alongside emotionally literate adults.
- Children have two free flow sessions when they can access both inside and outside environments
- Planning for the environment is informed by children's interests, their learning styles and preferred ways of communication
- Resources are easily accessible, plentiful, well maintained and organised and appropriate – with an emphasis on open ended exploration and collaborative learning

- **Learning and Development:**

Our Early Years setting follows the guidelines outlined in the 2021 Statutory Framework of the EYFS.

The EYFS framework includes 7 areas of learning that are equally important and inter-connected. 3 areas are designated as PRIME areas and 4 are SPECIFIC. The prime areas are seen as vital for igniting curiosity and enthusiasm for learning and for building children's ability to learn and form relationships.

The prime areas are as follows:

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

The specific areas are:

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

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.'

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

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

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

4. Planning

We believe that every child has the right to a well-planned and meaningful curriculum that will provide them with the tools needed to succeed throughout their lives, regardless of culture, social class, gender, physical and cognitive capabilities and beliefs. Regular monitoring and evaluation of children's progress enables us to continually adjust our provision in response to any areas of underachievement that may be identified.

We plan using the revised Early Years Foundation Stage (EYFS) guidance 2021. Assessment is a fundamental part of the planning process. To help us decide what to provide we observe children in their play in a range of situations. “On-going formative assessment is an integral part of the learning and development process.” (EYFS 2021 p.18)

We respond to the development and learning of each child by planning a range of experiences which include the Prime and Specific areas of learning and the Characteristics of Effective Learning. Diversity and inclusion are our priority and therefore we differentiate our planning and provision to ensure every child can access the learning experiences at their stage of development. No child is excluded from activities.

Long term planning:

The revised Early Years Foundation Stage (EYFS) 2021 provides our long term plan for learning across the Prime and Specific areas. We plan for continuous provision inside and outside.

Medium term planning:

Termly data for groups of children is collected which informs the termly plan with possible learning foci which will meet the needs of the children. Plans are informed by contributions from the parents, practitioners and the children to ensure learning experiences are drawn from the interests of the children. Plans are evaluated to ensure breadth and challenge

Weekly/daily responsive planning:

Staff hold daily evaluation meetings which enables them to reflect on children's self-initiated learning, interests and possible lines of enquiry etc.; this informs the provision plan for the next day. Daily adult led “Focus Activity times” ensure that every child accesses a broad and balanced curriculum across the Prime and Specific areas of learning. Group and individual interests may be identified which may develop focus plans to extend across a week

5. Assessment

We are committed to narrowing the gap, ensuring that no child underachieves, especially those from identified underperforming or underrepresented groups and Pupil Premium children.

We use a range of assessment tools to assess children's development and progress such as:

- Revised EYFS Early Outcomes statements for the Prime and Specific areas of learning
- Tapestry online learning journal to gather evidence and assess against the prime and specific areas of learning.

The Revised EYFS Early Outcomes statements support us in being able to assess children's progress and identify next steps in their learning for the seven areas of learning and development. It also helps us to evaluate the provision, celebrate achievements and plan for improvements. All our teaching is based on our knowledge of the children's current learning, interests and developmental stage.

This knowledge is gathered and continually updated through a variety of on-going assessments, which take the form of:

- Teacher led baseline assessments in both Nursery and Reception within 5 weeks of starting.
- Statutory Reception baseline assessment (RBA) within 5-6 weeks of starting in Reception
- Daily observations collected using Tapestry Learning Journal
- Termly 'Child of the Week' focus weeks when long observations are undertaken.

Parents and carers are also encouraged to add observations from home to their child's Tapestry Learning Journal, staff can then apply assessment criteria to these.

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

- Meeting expected levels of development (Expected)
- Not yet reaching expected levels (Emerging)

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Safeguarding

Our safeguarding and welfare procedures are outlined in the whole school Safeguarding policy. This is available on the school website www.fairsteadprimaryschool.co.uk

At Fairstead Community Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Revised Statutory Framework for Early Years Foundation Stage 2017:

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence
- Promote good health
 - Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
 - To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

7. Monitoring and review

It is the responsibility of EYFS staff to follow the principles stated in this policy. The EYFS Lead will discuss EYFS practice with practitioners regularly and provide feedback to the School Leadership team and Governing Body raising any issues that require discussion. The Head teacher, Deputy Head and EYFS Lead will carry out monitoring of the EYFS as part of the whole school monitoring schedule. To access more information on the Early Years Foundation Stage Statutory Framework please follow the link on the Fairstead Community Primary School website.

This policy is intended to be read in conjunction with other school policies:

- Safeguarding
- Behaviour
- Attendance

- SEND
- Marking and Feedback
- Intimate Care
- Health and Safety
- Data Protection