



Early Years Foundation Stage Policy

to be read in conjunction with our Early Years Foundation Stage Handbook



All of our policies are underpinned by our Vision and driven by our values of Friendship, Family & Fulfilment.

Early Years education is the foundation on which children build the rest of their lives and is rooted in the provision of active learning through play. We aim for our children to develop a lifelong love of learning, to treasure the people around them and to flourish. We will bring out the best in every child by inspiring, empowering and engaging them in rich, hands on learning experiences

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Pitton CE Primary School, Reception follow the curriculum as outlined in the **Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five (DFE 2021)** (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum.

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how our practice at Pitton CE Primary School is underpinned by these four themes.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021)

Legislation This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS)

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, 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, to encourage children to develop a positive attitude to learning.

Admissions and Induction

Please see the school admissions policy for details of entry criteria and pattern of school entry.

To aid smooth transitions and to provide the best possible start for children, our pre-induction process includes the following:

- Prior to the first meeting at school all parents are sent a 'Getting to Know You' sheet which they are asked to fill in with as much information as possible with their child.
- The Foundation Stage Teacher meets with pre-school providers when possible to discuss each individual child and their transition process into school;
- The Foundation Stage Teacher also spends time with the children in their Pre-School setting
- Talking to parents and the child about their child before their child starts in our school, through an informal one-to-one meeting with their child and the Foundation Stage teacher;
- Providing a Guide to Starting School booklet

The majority of children will start reception in the September following their fourth birthday. After discussion with the Head Teacher and foundation stage teacher, this can be delayed until the January following their fourth birthday.

Inclusion

We value the diversity of individuals within the school. All children at Pitton CE Primary School are treated fairly, whatever their 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 and fulfil their potential. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. 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 also achieve this through clear classroom routines.

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.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children regarding boundaries, rules and limits and to help them understand why these 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. We aim to protect the physical and psychological well being of all children.

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for EYFS. We understand that we are required 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.
- be in line with **Keeping Children Safe in Education (2024)**

We endeavour to meet all these requirements.

Positive Relationships

We recognise that children learn to be strong, confident and independent through being in secure relationships. We believe that home support is vital in furthering the development of the individual child. 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 being partners with them in their child's education and strive to keep them informed about the life of the school and their child's progress. We aim for a secure and happy transition from home to school and we organise our induction programme and classroom routines accordingly, as follows:

- Giving new parents the opportunity to talk and learn about the school during an informal picnic with all other new children and the present Foundation Stage children;
- A half-day 'stay & play' in Foundation Stage classroom and school out- door areas;
- Attendance at the whole school induction day;
- Providing an information booklet about the Early Years Foundation Stage prior to starting school;
- A new parents information meeting is held with the Head Teacher during the term before the child starts school;
- Half-days for the first 3 weeks of school and further half-days if required based on observed need (age dependant);
- Handover routines set from the beginning, including:
 - At morning bell, children are handed over to the Foundation Stage Teacher at the outside gate;
 - At the end of the day children are handed back to parents at the outside gate when in view of the Foundation Stage Teacher.
- Operating an open door policy for parents with any queries;
- Sharing regularly the children's 'Learning Journey' profile and valuing the on-going contributions to these from parents;
- Sharing of the children's next steps with parents so they can contribute towards assessment;
- Initiating and maintaining home-school reading diaries;
- Sending school and class newsletters;
- Inviting parents to scheduled 'Book Looks' within the school year;
- Offering two parent/teacher consultation evenings per year;
- Where necessary, conducting a face-to-face meeting to share a written report on their child's attainment and progress against the 17 Early Learning Goals at the end of the school year;
- Creating displays to show parents what their children have been doing;
- Sharing children's records with parents;
- Hosting curriculum workshops for parents, on particular areas or themes, for example phonics;
- Encouraging parents to help in school and on trips;
- Using parents' skills in the classroom and outdoors;
- Promoting the Parent Teacher Association (FOPS) and establishing class representatives.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. The EYFS setting, with its well planned, stimulating environment, encourages the children in the development of skills, attitudes and understanding that will help them to live full satisfying lives and become confident, active members of a diverse constantly changing society. 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 Foundation Stage and KS1 classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The learning environment includes an enclosed outdoor area, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able 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

We recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are inter-connected.

Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2024)

The Prime Areas are:

Communication and language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive

Characteristic of Effective Learning

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

- **Playing and Exploring-** children investigate and experience things and 'have a go'
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. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.
- **Active Learning-** children concentrate and keep trying if they encounter difficulties, they enjoy achievements
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 satisfaction as they take ownership of their learning.
- **Creating and Thinking critically-** children have and develop their own ideas, make links between ideas and develop strategies for doing things
Children are given opportunities to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Teaching and Learning

In the Foundation Stage children's learning is holistic and takes place across all aspects of the daily routine. Our aim is for each child to learn and develop physically, emotionally, socially and spiritually, as well as intellectually.

Children's interests and motivations are used as starting points for teaching and the activities we plan take account of children's everyday experiences. We ensure that children can learn through first-hand experiences. We encourage pupils to become independent in their learning and we provide appropriate opportunities for them to take responsibility and make choices and decisions.

The curriculum supports consistent daily routines, which encourage children to feel safe and secure and help them gain confidence in their ability to learn, and develop a sense of well being and achievement which is supported by the partnership between the teacher and parents.

We recognise the other features of effective learning are as follows;

- the understanding that the teacher and teaching assistants have of how children develop and learn, and how this affects their teaching;
- Using a range of approaches to 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 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.

Play

We believe that childhood is a time of play, and through play we discover the excitement of learning, the reward of achievement, and acquire our life skills. We believe that planned, purposeful play is a central part of young children's learning and underpins all aspects of their development. In Pitton Primary School we enable this through Continuous and Enhanced Provision.

Continuous and Enhanced Provision challenge and promote critical thinking and problem solving, while remaining open-ended.

The purpose of Continuous Provision is to provide a continuous and constant resource to allow children to explore their interests, start projects or consolidate learning. Children will often plan how they are going to play before they have even reached the school for the start of the day, and it is important that they can rely on the same resources always being available to them as they enter the classroom. Children have access to resources which are clearly labelled in well defined 'state of being' areas, where children have consistent access to materials, equipment and activities to enable them to learn and to have rich and stimulating learning experiences. The environment is planned and organised. It provides the structure for learning within which children can explore, experiment, plan and make decisions for themselves. It enables them to learn, develop and make good progress. Extra elements or resources to areas of learning, based around current learning concepts/objectives, interests, and enquiry based learning questions. This is enhanced Provision (sometimes also referred to as a provocation, focus activities or invitations to play) and this is planned and changed regularly, still allowing for the flexibility needed to support the unique child's development.

Observation, Assessment and Planning

The Early Years Foundation Stage Curriculum provides the basis for planning in Reception (Foundation Stage). The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document.. Staff reflect on the different ways that children learn and include

these in their practice. They also respond to children's social and emotional needs as well as their academic achievement. Plans are flexible, enabling the teacher and teaching assistant to respond to the needs, achievements and interests of the children. This fostering of the children's interests develops a high level of motivation for the children's learning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, including the child's individual 'Learning Journey'.

At the end of the Reception year in school, each child's level of development is recorded onto the EYFS Profile against each of the Early Learning Goals as either emerging or expected (achieving).

Other assessment opportunities include;

- Exchange of information with parents at parent/teacher consultation meetings providing a two way process where the teacher and parents share their understanding of a child;
- Pupil progress meetings with the Senior Leadership Team;
- An annual school report relating to the Characteristics of Effective Learning and EYFS goals;
- Sharing of the children's next steps with parents so they can contribute towards assessment;
- Sharing with other EYFS teachers at Cluster Meetings.
- The Reception baseline assessment takes place within the first 6 weeks of starting school.

Transition to KS1

As both year groups are in the same classroom, the transition from the EYFS syllabus to KS1 can be made at a time appropriate to the individual child's needs. Most children transition from the EYFS syllabus towards the end of Term 2. Continuous provision and enhanced provision is planned for and provided throughout year 1 with opportunities to extend learning for all ages and stages within the key stage. Allowing children access to Continuous Provision and the opportunity to play not only allows them to consolidate learning that has been taking place elsewhere but also allows them the opportunity to explore new concepts, often before they have ever been taught formally. Continuous Provision in year 1 is very similar to the resources and set-up you would find in the Early Years – the main differences being how the children will naturally access and use the equipment given their advanced maturity and understanding and the way in which adults scaffold learning and interact with the children as they play. Additionally providing Enhanced provision that encourages deeper level thinking within each State of being area and role play. This is linked to current enquiry questions and objectives within the national curriculum. Children in year 1 record their own learning independently through their continuous provision book, continuing their learning journey, providing opportunities for further feedback and praise as well as setting children on a path of prideful self-directed and self-motivated learning.

Health and Safety

The school's Health & Safety Policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents.

Children are encouraged to assess hazards and discuss the appropriate precautions. Children are taught the appropriate safe practice when using equipment and they are taught to make decisions safely independently. This will include:

- How to use equipment correctly and in accordance with health and safety guidelines;
- How to follow fire safety procedures;
- Behaving in a considerate and responsible manner, showing respect for other people and the environment.

All EYFS staff regularly assess equipment, its use and the EYFS environment to ensure the safety of all. Where necessary, some reports are forwarded to the PFI facilities/ health and safety departments for their action.

A Risk Assessment will be completed for any educational visit.

Computing

Children use Computing in a wide variety of forms to develop skills and support a wide range of learning. They learn to use: computers, I pads and BeeBots during the EYFS. They are made aware of all the safety and appropriate use procedures. The children have regular timetabled sessions with the computing resources and they can access the classroom computers during their activity time.

E-Safety

When the computers are used in the EYFS without locked programmes, the children are given instructions and reminders about how to use the internet safely and reference to the infant E-safety poster is made. Monitoring and reporting of e-safety incidents with adult support is in line with the Acceptable Use Policy

Leadership and Management

The EYFS co-ordinator is responsible for:

- Understanding the requirements of the EYFS statutory framework and practice guidance;
- Preparing policy documents, curriculum plans, schemes of work etc. for the EYFS when appropriate;
- Encouraging staff to provide effective learning opportunities for all pupils;
- Helping all colleagues to develop their expertise and understanding of the EYFS;
- Collecting and auditing EYFS resources;
- Ensuring and moderating standards and formats for recording and assessment;
- Liaising with external EYFS practitioners and other Key Stage staff;
- Communicating developments in the EYFS, e.g. through staff meetings and distributing information;
- Organising and monitoring continuing professional development in the EYFS.
- Liaising with relevant organizations regarding the EYFS, e.g. advisory teachers, inspectors, QCA, libraries.

Monitoring and Review

The Headteacher, Foundation Stage co-ordinator and subject co-ordinators carry out monitoring of the EYFS in association with the EYFS Link Governor through observation and discussion as part of the whole school monitoring schedule.

EARLY YEARS FOUNDATION STAGE POLICY

Reviewed by: EYFS Staff, LGC

Reviewed: **Annually**

Ratified:1 January 2024

Due for review: **January 2025**