

Burton Leonard Church of England (VC) Primary School



Early Years Foundation Stage Policy

2022-2025

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. 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.”

(Statutory Framework for the Early Years Foundation Stage)

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. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Intent

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Implementation

At Burton Leonard Church of England (VC) Primary School we aim to achieve this by:

- setting the standards for individual learning, development and care to enable each child to fulfil their potential.
- providing for equality of opportunity and anti-discriminatory practice

- creating the framework for partnership by working with parents, professionals and other outside agencies
- ensuring that learning and development is planned around the individual needs and interests of the child and informed by the use of on-going observational assessment.
- laying a secure foundation for future learning through the provision of key workers, individual next step plans and enabling environments.

Play

At Burton Leonard Church of England (VC) Primary School we recognise that play underpins all learning and development for young children. Most children play spontaneously although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems.

Teaching and learning

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'.
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The early year's experiences we offer our children are based on the following principles:

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

Unique Child

At Burton Leonard Church of England (VC) Primary School we believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We give every child the opportunity to achieve their best by having realistic and challenging expectations that meet the needs of all our children across the areas of learning and development. We achieve this by planning to meet the needs of boys and girls, children with disabilities, children with additional educational needs, children with medical needs, 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 by:

- using individual plans
- planning opportunities that build upon and extend children's knowledge, skills, experience and interests
- planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge
- using a wide range of teaching strategies based on children's learning needs
- providing a secure and supportive learning environment in which the contribution of all children is respected and valued
- using resources which reflect diversity and are free from discrimination or stereotyping
- planning challenging and appropriate experiences for higher achieving children
- monitoring children's progress and providing additional support when identified
- using age appropriate ways to seek the views of all children through observing, listening and sensitive discussion
- seeking advice from specialist agencies where appropriate.

Positive Relationships

Children learn to be strong and independent through positive relationships. At Burton Leonard Church of England (VC) Primary School we respect that parents are the child's first and future educators. We believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers and families.

We meet the needs of all of our children by:

- developing positive relationships with parents during the induction programme and home visit.
- working with parents / carers right from the start to find out about their child's needs, feelings and interests
- developing effective partnerships with families throughout the year by offering regular opportunities for them to talk about their child's progress through our open door policy, open mornings 'Stay and Play' and parents evenings
- helping parents to support children's learning and development
- recognising that friendships and relationships are an important part of a child's development from birth.
- encouraging parents to help in school and become involved in a range of enrichment activities, family learning and extended schools

Enabling Environment

At Burton Leonard Church of England (VC) Primary School we recognise that the environment plays a key role in supporting and extending children's development and learning. Our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. Opportunities are provided for children to take part in a wide range of experiences and to extend their interests.

We meet the needs of all of our children by:

- encouraging children to communicate and talk about their experiences
- developing children's independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- using the outdoor environment to enhance learning and development.
- analysing children's responses to different situations and identifying their future learning needs
- using materials and equipment that reflects both the community that the children come from and the wider world
- encouraging a positive attitude to learning by ensuring our planning begins by observing the children in order to consider their current interests, developmental stage and learning style.

At Burton Leonard Church of England (VC) Primary School we work in partnership with parents / carers, other settings, other professionals and with individuals and groups in the community to support children's learning and development.

Learning and Development

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. The EYFS is made up of seven areas.

Three areas are particularly important for building a foundation for igniting 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

The specific areas are:

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

All of the 7 areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Assessments are undertaken by all practitioners and used to plan children's next steps of learning and progress is recorded on the EYFS profile. Bug Club Phonics is used to teach phonics daily in EYFS and we follow the White Rose sequences of learning in Mathematics. Children read every day and are read to every day in EYFS.

At Burton Leonard Church of England (VC) Primary School we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the

reception year. Progress is tracked termly and parents are encouraged to contribute to their child's assessment. This information is then passed on to Year One to inform future planning.

Keeping Safe

We use our school iPad to take images of learning taking place for our Class Learning Journeys and these are stored securely on our school server. Parents sign a Consent to the Use of Photographic images form when their child starts school. We do not photograph children without permission and children are not named. The school has equipment for taking images so that staff do not use their own personal equipment. In staff related personal emergencies staff and volunteers are contacted via the school telephone. Any devices which have a camera, video and/or internet access are used appropriately and staff and pupils sign an acceptable user agreement. Images are printed or reproduced at school to ensure that photos and recordings of the children cannot be used inappropriately. We ensure that people looking after children are suitable to fulfil the requirements of their roles, having regard to the requirements of the Childcare (Disqualification) Regulations 2009 and disclosure of police information.

Assessment

Assessments are carried out within the first 6 weeks of children starting in EYFS using the Reception Baseline Assessment (RBA) which is a short assessment carried out by the EYFS lead. 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 and 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.

Monitoring and review

It is the responsibility of the EYFS teacher and EYFS staff to follow the principles stated in this policy. The Head teacher and subject leaders will carry out monitoring on the EYFS as part of whole school monitoring.

Dawn Leader – EYFS Lead

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Amanda Tounson
