



**As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.**

***The light shines in the darkness and the darkness shall not overcome it.  
John 1 v.5***

## **Early Years Foundation Stage Policy September 2021**

### **1. Intent**

*The intent of our EYFS curriculum is to open children's minds to the wonder and possibilities of the world around them. Experiences, enjoyment, endurance, knowledge and transferable skills drive our curriculum. Praise & celebration along with parental engagement and making best use of the local area are also vital components. We aim to give children the necessary breadth of skills and experiences in order to succeed and move onto the next stage of their lives with confidence in their abilities. They should be able to appreciate and understand where they are from, including their local history and culture and also be aware of the wider world, including their responsibilities towards it.*

*"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. 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" ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2021).*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school the children join us on a phased introduction at the beginning of the school year in which they are five.

The Overarching principles guide practice within our Reception classroom. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

## 2. Implementation

### A Unique Child

At Poulton-Le-Sands C of E primary School we celebrate that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we strive to build links with our families and carers. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the importance of good behaviour for learning, through our superheroes. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. The children are taught how to learn and how to become successful learners.

### **Inclusion**

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which each child's contribution is valued.
- Monitoring children's progress and taking action to provide early additional support as necessary.

It is vital that all children in the school are safe. Through a nurturing approach we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children are encouraged to take risks, but are also taught how to recognise and avoid hazards both in the real and virtual world.

## Positive Relationships

At Poulton Le Sands C of E Primary School we understand that children learn to be confident and independent through the development of secure relationships. We work hard to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise the important role parents play in educating the children. We do this by:

- Talking to parents about their child before their child starts our school.
- Inviting the children to spend time with their teachers in the classroom before starting at school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress and next steps.
- Providing parents with a written report on their child's attainment and progress at the end of each school year.
- Encouraging parents to contribute observations through their child's Tapestry online learning journal.
- Sharing our approach to phonics, early Reading, early Writing and Maths through meetings.
- Inviting parents to curriculum 'Stay and Play' sessions over the year, so that they are well informed and in the best possible position to support their child's learning.
- Inviting parents to share their views about learning in the Early Years Foundation Stage through a questionnaire.

Staff develop excellent relationships with all children, interacting positively with them and taking time to listen to and value them. Each child is allocated a key person as they enter the Reception class in September.

We have good links with the local feeder playgroups and nurseries and the EYFS staff meet with nursery staff to discuss new intake children.

## Enabling Environments

The environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for adult led and child initiated learning. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

### *Observation, Assessment and Planning*

Planning within the EYFS starts with the individual child and is based upon what they know and their interests. Information from pre-school settings and families is used alongside our baseline assessment, to help us get to know each child. The RBA on entry assessment is also completed shortly after starting school.

We plan a yearly curriculum to ensure all areas of learning and development are covered and that progression builds over time. This is flexible to allow for children's interests. Topic plans are taken from this and are written at least half termly and used by the EYFS teachers to guide learning. The time taken to deliver each topic and the theme of the topics is dependent upon the learning needs and interests of each cohort. Assessment of children's skills and knowledge determines a range of weekly focuses. These are based on the children's next steps in learning and are linked to the EYFS areas of learning and development. We plan first hand experiences and provide opportunities for challenge, appropriate to the development of the children.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's learning. Practitioners play alongside children. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's Tapestry learning journal. They also contain information provided by parents and other settings.

We also regularly record progress in phonics, reading, writing and maths. We track progress using our knowledge of the children. If children are not 'on track', we identify what needs to be done to support the child and quickly act upon this, so that each child can maximise their potential. At the end of the Reception year we use our knowledge of each child to determine if they have reached the expected levels of development set out in the early learning goals (ELG's). The Early Years Foundation Stage Profile (EYFSP) is also completed for each child and shared with families, the staff in Year 1 and the local authority. We use Development Matters to assist in the delivery of the Early Years Foundation Stage.

## Learning and Development

At Poulton-Le-Sands C of E Primary School we understand that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

### *Areas of Learning and development*

The EYFS is made up of seven areas of learning:

#### PRIME AREAS

- communication & language - this underpins all areas of learning and development. Planning to help every child develop their language is vital.
- physical development
- personal, social and emotional development

#### SPECIFIC AREAS

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

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. Children learn through a mix of approaches. Through play, adult modelling, by observing each other and through guided learning / adult teaching.

The EYFS class have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

The characteristics of effective teaching and learning are used to enable staff to reflect on children's development when planning for learning. These are,

- playing and exploring
- active learning
- creating and thinking critically

## **Play**

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers and adults is hugely important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. High quality adult interactions are vital. The children are encouraged to try new activities and judge risks for themselves. They have the opportunity to think creatively alongside other children as well as on their own. Play helps children to focus their thinking, persist and plan ahead.

## **Role of the Subject Leader**

*The Subject Leader is responsible for improving the standards of teaching and learning in the EYFS through monitoring and evaluating:- These include the following methods*

- *half termly progress monitoring of each child and groups within each cohort. (Pupil Premium, Gender, Send.)*
- *monitoring the provision and delivery of the EYFS curriculum (including intervention and support programmes.)*
- *interviewing pupils*
- *monitoring work*
- *the quality of the learning environment*
- *taking the lead in policy development*
- *auditing and supporting colleagues in their CPD*
- *purchasing and organising resources*
- *keeping up to date with recent developments by attending the termly EYFS cluster/ other CPD.*

*This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:*

*Safeguarding Policy*

*Supervision Policy*

*Teaching and Learning Policy*

*Assessment and Record Keeping*

*Responding to pupils' work / Feedback / Marking policy*

*Special Educational Needs and Disability Policy*

*Computing Policy*

*Equal Opportunities Policy*

*Health and Safety Policy*

Member of staff responsible: Sarah Proud

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