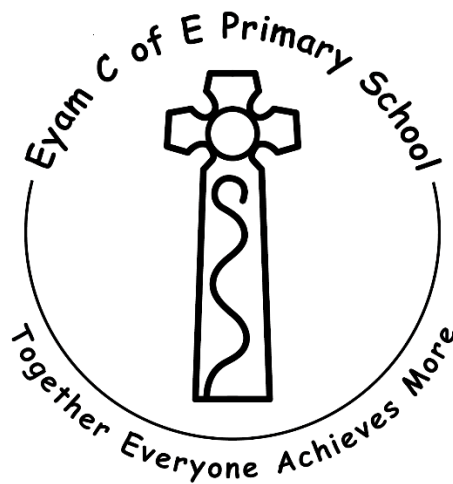


# Eyam C of E Primary School

## Early Years Foundation Stage (EYFS) Policy



*'Let your light shine'*

Issued January 2022

Agreed: November 2022

Reviewed: November 2024

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because *Together Everyone Achieves More.*

Signed by \_\_\_\_\_ on behalf of the Governing Body Date \_\_\_\_\_



## **Eyam C of E Primary School**

### **Early Years Foundation Stage (EYFS) Policy**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Eyam Primary School, children join Reception as part of “Hedgehog Class” in the year that they turn five. In partnership with parents and carers we enable the children to continue the process of becoming active learners for life.

We endeavour to ‘ensure that children learn and develop well and are kept healthy and safe’. We promote teaching and learning to ensure children’s ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” (Statutory Framework for the EYFS 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

We feel it is our privilege as early years practitioners to help children begin their learning journeys at Eyam, and this policy outlines how we aim to do this; delivering quality, child centred education based on the four principles of the EYFS where each child develops personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.

With this in mind, we ensure at Eyam that our Foundation Stage is fun filled, brimming with the excitement of learning and flowing with a sense of enjoyment born from achievement. This is underpinned with a strong sense of community and a respect for the world we live in. We are guided by the “Statutory Framework for the Early Years Foundation Stage” document with “Development Matters in the Early Years Foundation Stage”.

#### Intent

At Eyam School we thus aim through our Early Years provision to develop curious, resilient, life-long learners keen to “have a go” whatever the situation or weather, and regardless of factors such as economic background and SEND, welcoming all children equally.

Following our pupils’ interests and in partnership with parents and carers (who we recognise as our pupils’ first educators), we provide a rich and varied Topic-based curriculum, which incorporates: small world play; messy materials like mud; music; art; drama; RE and gross motor activities like bike-riding, alongside structured daily phonics, writing and maths sessions. We aim to create a welcoming, attractive, stimulating and culturally relevant learning environment, making use of our fabulous outdoor space on a daily basis and fostering a love of nature with regular Forest School sessions. Getting ready and helping to carry kit encourages independence and responsibility, whilst hiking and working in teams teaches children about cooperation. Wherever possible, we give learning a real-life context. For example, as well as teaching literacy with age-appropriate texts linked to our Topics, we also provide real-life opportunities for reading and writing to make them purposeful; for example, reading recipes during baking sessions, and labelling our mud kitchen equipment

and gardening resources when working outside. Our approach to teaching English focuses strongly on vocabulary and oracy, developing confident and articulate talkers and writers, capable of choosing and using exciting words effectively.

In conclusion, by the time they enter Year One, our intention is that our children will feel full of excitement for learning both indoors and out across the curriculum, with the social skills and emotional maturity needed to enjoy life in a busy mixed-age classroom. What follows below is further information on how we achieve these aims.

We believe in the importance of the themes and principles that underpin the statutory guidance for the EYFS and are committed to the Characteristics of Effective Learning which enable children to make the best progress they can in all aspects of the Prime and Specific areas of Learning.

### **Early Years provision**

EYFS provision consists of the planned curriculum including a safe and ambitious learning environment; this includes provision for the areas of learning and achievement of the ELG; assessments of progress and planning to help those who need more support to reach these goals; a school environment that ensures staff have the children's welfare at the heart of the provision and in our case being part of the school community which enables the children to grow in confidence, playing alongside and with the older children and taking part in whole school activities, exploring our values— resilience, respect and responsibility and motto – 'Together everyone Achieves More.'

The EYFS is based upon four principles:

- 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 needs 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.

### **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, peer and teacher feedback as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

## 7 Key features of effective practice:

1. The best for every child: Quality first teaching.
2. High quality care.
3. Ambitious, sequenced curriculum allowing for in-depth learning, high quality vocabulary and good oracy skills.
4. Effective pedagogy using different approaches: play, adult modelling, observing each other, direct teaching and guided group learning within a well-planned learning environment.
5. Noticing what children can do and know as well as what it tells us more generally about a child.
6. Enabling self-regulation and executive function. Executive function includes the child's ability to:
  - hold information in mind – organise thoughts
  - focus their attention
  - think flexibly
  - inhibit impulsive behaviour

These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next – get started
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

Language development is central to self-regulation: children use language to guide their actions and plans.

Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7. Work in partnership with parents – listen, share and encourage.

## Inclusion/Special Educational Needs (SEN)

- All children and their families are valued at Eyam Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best; ipsative assessment is employed and planning is adapted to meet the needs of all individuals, groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. We use the research and resources available on the NASEN website- <https://nasen.org.uk/>- to help staff understand the four broad areas of need:
  - communication and interaction.
  - cognition and learning.
  - social, emotional and mental health difficulties.
  - sensory and/or physical needs.

This information helps us in determining if a child at our setting has potential special educational needs; early identification is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the

school's SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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;

ensuring time for children to explore their own ideas;

encouraging play-based learning where children can investigate the world around them;

using a wide range of engaging teaching strategies;

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;

making effective use of the outdoors, planning regular child-led, all-weather outdoor learning opportunities in the school's Green Zone, "mud kitchen", garden and field;

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 on boundaries, rules and limits and to help them understand why they 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. (See Safeguarding Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Eyam School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- promote the welfare and safeguarding of children.
- be alert to any issues of concern and act upon them.

- 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.

### **Positive Relationships**

At Eyam we recognise that children learn to be independent and form secure relationships with both staff and peers. 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 the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transfer sessions – we call this our Teddy Bear Club;
- supporting children through the transition from pre-school to Reception with there being an option for children to attend part time during the initial weeks. This also enables staff and parents to get to know each other as well as the children;
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and read sessions, celebration assemblies, sharing of Learning Journey files;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;

- Using the “Tapestry” app to share pupils’ learning and achievements online with their parents;
- written contact through home-school reading diary as well as the acknowledgement that parents can ring school or pop in and talk to staff by arrangement;
- ensuring all parents know that their child’s teacher and teaching assistant are their first port of call for any issues;
- by providing a quiet and confidential area where parents are able to discuss any concerns.

## **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged both indoors and out. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and follows children’s interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children’s individual learning folders.

Play-based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

## **Learning and Development**

Teachers and teaching assistants provide the curriculum in Hedgehog Class. There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability



within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

The EYFS learning and development requirements comprise of:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)
- Development Matters, non-statutory curriculum guidance for the EYFS, is available to support staff in their delivery of the EYFS learning and development requirements.

Learning through structured and independent play:

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.”

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Eyam we support children in using the three characteristics of effective teaching and learning. These 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; and

**creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2021)

Religious Education is also taught in the reception classes in accordance with Derbyshire guidelines.

## **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society. As well as our 3 core values (Respect, Responsibility and Resilience) we promote and teach about the over-riding British values of democracy, the rule of law, tolerance, respect and liberty.

## **Health and Safety**

At Eyam, there are clear procedures for assessing risk (see whole school risk assessment policy, and Playground, Play Activity & Equipment policies), which include procedures for keeping children safe during outings and for any aspects of the environment, or provision that may require a further risk assessment. In the safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework, at Eyam we undertake;

“A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child’s needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist and need administering at least 4 times a day. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child’s parent and/or carer. At Eyam a written record is kept each time a medicine is administered to a child and informs the child’s parents and/or carers on the same day.” (Statutory framework for EYFS 2021)

Fresh drinking water is available at all times, children are encouraged to bring a bottle of water to school each day.

Children’s’ dietary needs are recorded and acted upon when required.

School provides a healthy snack.

A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury and First Aid provision policies). There is always at least one member of staff in class with Paediatric First Aid Training, as well as other trained First Aiders available on site.

The SENCO is the named behaviour manager for the whole school with the EYFS leader as the lead behaviour manager for the Early Years (refer to Inclusions policy, behaviour policy, physical restraint policy).

A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

A fire and emergency evacuation procedure and policy.

A safeguarding policy stating how mobile phones, laptops, iPads and cameras are to be used and stored securely whilst children are in the setting. Cameras (on iPads) that are used in school must not be used for staff own personal use.

Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

## **Transition**

### **From Pre-school /Feeder settings**

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.

During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.

The children are invited to several visits to their reception class as part of "Teddy Bear Club". Most of these visits are without parents who are invited to an informal meeting with the PTA.

Members of staff from Eyam make visits to feeder settings.

Children requiring extra support may have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

### **From Reception Class to Key Stage 1**

Currently at Eyam EYFS children are taught in a mixed-age Reception/Year One/Two class. This ensures a smooth transition between the phases and allows the teacher to plan appropriately depending on the needs of the individual child (challenging those who exceed ELGs before the end of the Reception year for example).

<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2022>

## **The EYFS Profile**

The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5- for us at Eyam this is the end of Reception, whilst pupils are in Hedgehog Class. Each child's level of development is assessed against the 17 early learning goals (ELGs) across all 7 areas of learning. For each ELG, the class teacher

must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'.

Completing individual paper journals for pupils (eg. collating ongoing observations, photographs etc) is not a statutory requirement. However, using small-group teaching, judicious observation, chat and play, staff- in dialogue with parents and carers- build a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. They therefore understand what a child knows and can do and are able to complete the EYFS Profile for each child with confidence.