

# Early Years Foundation Stage (EYFS) policy

Stanford in the Vale CE Primary School



Written by:	Rachel Cook	Date: September 2021
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**“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.” Statutory framework for the early years foundation stage, Department for Education 2021**

## **Our Intent and Aims**

Within Early Years at Stanford in the Vale CE Primary School we aim to:

- give each child a happy, positive and enjoyable start to their school life within a safe and secure environment
- establish solid foundations and foster a deep love of learning
- enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world
- offer a structure for learning that has a range of starting points and unlimited opportunity for development
- offer a broad and rich curriculum
- encourage children to develop independence within a nurturing and supportive atmosphere
- support children to build relationships through the development of social skills such as cooperation and sharing
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals
- work in partnership with parents and/or carers

## **Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## Implementation

### Structure of the EYFS

*The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years.*

The EYFS at Stanford in the Vale CE Primary School consists of one class which can contain up to 30 children. We do have nursery status but due to large numbers joining FS1, we currently have no FS2 children. Our reception class has a teacher and 1  $\frac{1}{2}$  teaching assistants.

### Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

We enrich the Early Years framework with our school curriculum to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum and the PSHE Jigsaw scheme.

Our teaching of synthetic phonics is based on the Twinkl Phonics scheme and our teaching of mathematics is guided by the White Rose Maths Hub and the NCETM Mastering Number programme.

'It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.' Ofsted Early Years Inspection Handbook, May 2019

## Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we have environments that provide continuous provision. Continuous provision is where the classroom and outdoors are set up with learning areas. Each learning area has

cross-curricular resources, which children can access independently throughout the day. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the school day.

## 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'
- Active Learning- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

## Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible.

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on math's, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop of life long love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent stories through a Storytelling Schools approach as we want our children to leave the EYFS knowing stories, both traditional and modern well. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision. In Reception every child is provided with their own book bag and will receive a 'reading' book once a week. In school they will share this book with an adult either on a one to one basis or in a group.

## Planning

The Early Years Foundation Stage Curriculum provides the basis for planning in the Foundation Stage class. The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document.

Our planning is based upon themes with discrete lessons in phonics, reading, writing and maths. Practitioners select the activities completed in these themes according to children's interests, experiences and prior learning. Progress and curriculum coverage are monitored half-termly. 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.

## Assessment

At Stanford in the Vale CE Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts Sunflower Class**, staff will administer the Reception Baseline Assessment (RBA).

Throughout the year the children are monitored to ensure that they are on track to meet their Early Learning Goals. Children who are identified as not on track are provided with support to get them to the relevant standard.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through wow moments being recorded on Class Dojo and parent-teacher meetings during the school year. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

## Safeguarding and welfare procedures

It is important to us that all children in the school are safe. 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. We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment (please refer to the school Positive Behaviour policy for further information). We aim to protect the physical and mental well-being of all children.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things

The importance of brushing your teeth

Please refer to our school's policies: Safeguarding & Child Protection and Positive Behaviour for further information.

## Impact

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

## Monitoring arrangements

This policy will be reviewed and approved by EYFS Lead every 2 years.

At every review, the policy will be shared with the governing board.