



## **ESCRICK C OF E PRIMARY SCHOOL**

### **EARLY YEARS FOUNDATION STAGE POLICY**

“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.”

Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2021

The reception year must provide every child with a feeling of security, being valued and the confidence to explore new learning. The reception year is unique in that it can set the tone for later school life.

We are all an important piece of the Escrick jigsaw and together we grow and learn. The Christian values of Wisdom and Joy underpin our Ethos and we value and respect everyone, allowing us all to make a difference to the world.

**‘Every person is an individual and also part of a community’**

1 Corinthians 12:12-27

#### **The four overarching principles that the EYFS is based upon are:**

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults
- Children develop and learn in different ways and at different rates.

#### **Intentions**

The main intentions of the Early Years are:

- To ensure that all children feel safe, included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. The individual needs and interests of each child will be considered, and the teacher will use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- To acknowledge the holistic nature of young children’s learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
- To create a learning environment that develops children’s imagination and encourages children to explore and express their ideas and feelings.
- To respond to each child emerging needs and interests.
- To involve parents and carers in their child’s learning.

#### **A Unique Child**

At Escrick C of E Primary School, 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 and 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 and rewards, to encourage children to develop a positive attitude to learning. Wherever possible, we learn through exciting play-based activities that are linked to the children's current interests, sharing experiences and achievements from home to inspire others to be 'constantly learning'.

### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences.' All children at Escrick C of E Primary School are treated with fairness regardless of race, religion or abilities. All children and their families are valued within our school. We strongly believe that all our children matter, and we give them every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In EYFS, we set realistic yet challenging expectations that meet the needs of all our children. We achieve this through careful, effective planning to meet the needs of all children.

We meet the needs of all our children through:

- careful observation of their self-initiated and adult-led activities, which provide a foundation for our planning
- 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, supportive and stimulating 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

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.

### **Health and Safety and Safeguarding**

At Escrick C of E Primary School, we understand that 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 follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) and we adhere to the school's safeguarding policy. We are a healthy school and our children under 5 receive free milk. All children have access to fresh water and free fruit from a Government scheme. The children are all eligible for free school meals or can choose to bring in a healthy packed lunch. Each Foundation Stage classroom has access to the toileting facilities and we teach the children the importance of hygiene both in terms of toileting and hand washing techniques.

### **Positive Relationships**

At Escrick C of E Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Induction**

At Escrick C of E Primary School, children enter the reception class at the beginning of the school year in which they have their fifth birthday. In some instances, the teacher carries out home visits and all new starters are invited to come to a series of induction visits/days. This provides them with opportunities to visit our setting and familiarise themselves with the teaching staff, classroom and provision. On these visits, the children experience our school meals and playtime to ensure they have the best possible transition to school life.

### **Involving Parents**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. When families and practitioners work together in Early Years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- talking to parents about their child before their child starts in our school.
- planning sessions so that children have the opportunity to spend time in the EYFS classes during the half term before starting in our school.
- inviting all parents to an induction meeting during the term before their child starts school.
- encouraging parents to talk to the child's teacher if there are any concerns.
- encouraging parents to contribute to the individual "learning journey" records kept for their child using our online provider, Tapestry.
- hosting a formal meeting for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress with the teacher.
- Issuing parents with a report on their child's attainment and progress at the end of the Foundation Stage. There is also an opportunity to come to a meeting after these reports have been sent home if the parents wish it.
- All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS, supported by the teaching assistants.
- EYFS Staff meet with the feeder pre-school settings to share good practice and discuss current issues. Where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.

### **Enabling Environments**

At Escrick C of E Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities. The EYFS classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. It has its own, recently developed enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities 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.

### **Teaching and Learning**

The whole school policy on teaching and learning defines the features of effective teaching and learning in at Escrick C of E Primary School. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in the rest of school. We recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

### **The Curriculum**

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

- communication and language
- physical development
- personal, social and emotional development

There are also four specific areas through which the three prime areas are strengthened and applied. The specific areas are:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area, there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. 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.

### **Characteristics of Effective Learning**

All areas of learning are interconnected and the way that children learn weaves through the areas of learning. We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective learning:

- **Playing and exploring** - Children will have opportunities to investigate, experience things, and 'have a go'. Through play children explore and develop learning experiences, which helps them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually.
- **Active Learning** - Children will have the time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need 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** - We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children are given planned opportunities to be creative through all areas of learning, not just through the arts.

We provide children with the opportunity to be creative through all areas of learning. Adults support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions.

### **Observation, Assessment and Planning**

The planning within the EYFS is based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning, however the teachers adapt these plans as a working document in response to the needs, achievements and interests of the children. The teacher will use observations and parental contributions through tapestry to gather this information.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS is continual and takes many forms including the form of observation, this involves the teacher and other adults as appropriate. These observations are recorded through the use of videos, photographs and notes and are shared with parents on the online learning journey, Tapestry.

At the start of Early Years, children are assessed to determine a baseline, or starting point, for their future learning. This is completed using the government baseline test; however, staff will also make their own judgements based on the adults' observations of children during activities and play and this data will be used to plan next steps for each child.

At the end of the year, the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement. The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements. Parents/carers will be given information of their child's achievements in a written report at the end of the summer term.

### **Key Person**

Each child must be assigned a key person. The role of a key person is to ensure that every child's care and learning is tailored to their individual needs, giving them the reassurance to feel safe and cared for and building relationships with their parents. A child's key person may be their teacher or teaching assistant and this information will be shared with parents at the beginning of the academic year.

### **Monitoring and review**

It is the responsibility of the EYFS/KS1 teachers to follow the principles stated in this policy. There is a named governor responsible for the EYFS; this governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The head teacher, KS1 lead and appropriate subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Escrick C of E Primary School EYFS Policy – September 2021

Date adopted by Governing Body: October 2021

Date of next review: October 2023