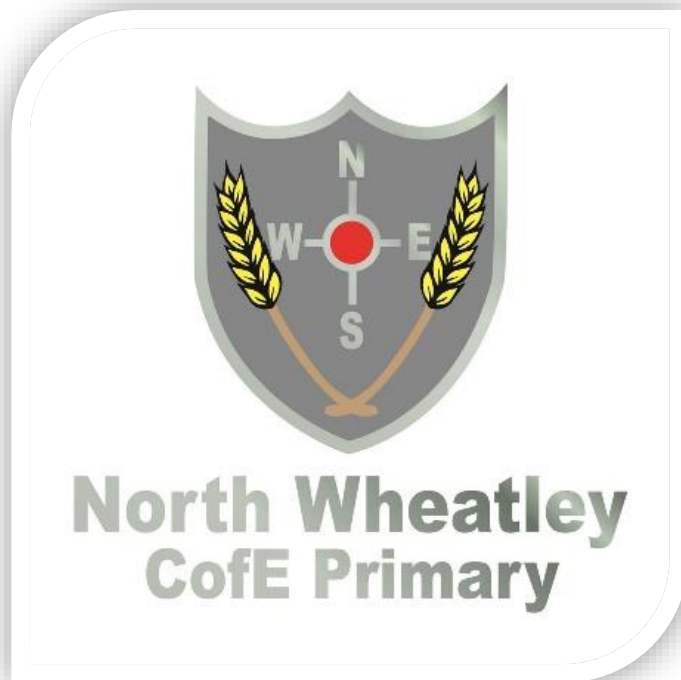




Early Years Foundation Stage EYFS POLICY

Nov 2024

Approved by:	Headteacher / Governing Body	Date: Nov 2024
Reviewed & Updated:	NOVEMBER 2024	
Next review due:	Autumn 2027	

North Wheatley C of E Primary School



EYFS Policy

This document was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

BELIEVE * ACHIEVE * THRIVE

Our Vision and Values

At North Wheatley C of E Primary our vision and values are:

The journey through North Wheatley C of E Primary will give every member of the school community the courage and faith to: **'Believe, Achieve and Thrive'** to encourage them to **'be the best me that they can be'** so that they **'Shine as lights in the World'** - Philippians 2:15.

Christian Values are the heartbeat of our school.

Believe

Believe in yourself, your faith and others

Achieve

Achieve your goals, your dreams and your future

Thrive

Thrive through a love of yourself, your faith, your values, your love of learning

"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

1. OUR AIMS

At North Wheatley C of E Primary School our aim is to provide a secure environment, with consistent routine, where our children can feel safe and explore rich and diverse learning and developmental opportunities. In partnership with our families, we aim to build on previous learning and respond to children's individual needs. We provide a sound basis for lifelong learning, enabling the children to begin the process of becoming independent, confident, active learners for life. We support all children to become self-sufficient, to begin to understand their own emotions and build positive relationships with others and we aim to provide teaching and learning experiences, indoors and outdoors, of the highest quality to help our children progress.

We believe that following the 'CURIOSITY APPROACH' to our EYFS provision will ensure we meet our aims and allow our youngest children to flourish. Find out more on their website:

<https://www.thecuriosityapproach.com/>

2. THE EARLY YEARS FOUNDATION STAGE

At North Wheatley C of E Primary School, children can join the Foundation Stage from the term following their third birthday, starting in FS1 and moving to FS2 (Reception) for the year of their fifth birthday. We are fully committed to following the Early Years Foundation Stage Framework; supporting our children to learn and develop in the seven inter-connected areas of learning:

Prime areas:

- Communication and Language
- Physical development
- Personal, Social and Emotional Development

Specific areas:

- Literacy
- Numeracy
- Understanding of the World
- Expressive Arts & Design

All the areas of learning are delivered through a balance of adult led and child initiated active play-based experiences, with creative activities and challenges which take place both indoors and outdoors. The adults employed in the foundation stage are experienced in using and looking at these experiences to question and support the children's learning to help develop their thinking skills and a real enjoyment of learning.

In each of these seven areas there are Early Learning Goals (ELG's) that define the expectations for most children to reach, and in some cases exceed, by the end of the EYFS.

The EYFS is based upon four overarching principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Development - an acknowledgement that children learn in different ways and at different rates.

A Unique Child

At North Wheatley C of E Primary School, 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, encouragement and sharing of learning to celebrate children's individual achievements in every area of learning. EYFS use the whole-school good choice Critter reward systems to encourage children to develop a positive attitude to learning. We also reward children with 'Gem Powers' to recognise and support the development of their learning behaviours.

We value the diversity of individuals within the school and celebrate differences. All children at our school are treated fairly regardless of race, religion or ability. All children and their families are valued within the school. In our school we believe that all children matter. We give our children 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 and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, 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 through:

- 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 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
- 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.

Positive Relationships

North Wheatley C of E Primary School recognises 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.

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 their children.

We do this through:

- talking to parents before their child starts school at open afternoons and home visit
- ensuring that the children and parents have opportunities to meet their teachers and familiarise them with the setting
- asking parents to sign permission slips for visits and photographs
- encouraging parents to talk to their child's teacher if there are concerns
- inviting parents to attend informal meetings about areas of the curriculum, such as phonics, reading or sharing learning from home via Seesaw.
- meeting with parents throughout the school year to discuss progress
- providing a written report at the end of the year about attainment and progress (FS2 & FS1 who have been in school for 2 terms or more)
- parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports' day
- written contact through pupils' planners (FS2).

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.

Enabling Environments

At North Wheatley C of E Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development, and learning, before planning challenging but achievable activities and experiences to extend the children's learning

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. Both FS1 and FS2 have their own outdoor areas and access to a nature garden and the wider whole school provision. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Our provision is developed with the Curiosity Approach in mind, providing children with a natural and exciting environment that promotes a sense of awe and wonder. Authentic resources are carefully chosen to provide children with the opportunity to manage risks, learn about consequences and understand how and why we need to care for our environment.

We consider the environment as the 'third teacher', whereby physical places have the potential to influence what and how children learn. This is an idea taken from Reggio Emilia approach which we believe can be applied in early years and adapted to work beyond, having a positive impact on pupils throughout the primary phase and beyond.

'We place enormous value on the role of the environment as a motivating and animating force in creating spaces for relations, options and emotional and cognitive situations that produce a sense of well-being and security'.

Louis Malagazzi, Reggio Emilia

Learning and Development

At North Wheatley C of E Primary School, we recognise 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. We embrace a shared vision and values across the school, challenging children's thinking to develop the thinkers and doers of the future.

We achieve our vision by providing a language rich environment developed around:

- Quality interactions where staff question, extend and effectively model good use of language and grammar.
- A range of quality texts, handwritten, and modelled writing to be used throughout the curriculum and environment.
- Regular opportunities to engage with language in different forms through games, nursery rhymes, poems and music.

By delivering age-appropriate direct teaching based on quality, first hand experiences:

- Phonics will be taught every day across the whole of EYFS, beginning at Chapter 1 in FS1 and progressing through Chapters 2 and 3 by the end of FS2.
- Shared and modelled reading to take place daily across the whole of EYFS.
- Regular guided reading in FS2 to be linked to target books and work alongside individual/ paired and group reading.
- Learning in maths to be developed throughout quality provision using open ended resources alongside hands on direct teaching linked to real life experiences.
- Guided Writing in FS2 to focus not only on the structure of written language but also as an opportunity to model writing.
- Informal modelled writing and use of programmes such as 'Scrimbling' (Write Dance), Squiggle whilst you wiggle and Dough Disco to be carried out regularly through FS1 to help develop emergent writers.
- Direct teaching will be focused on next steps using knowledge from SeeSaw and/or target books alongside professional knowledge of the pupils.

By encouraging pupils to become independent and confident learners:

- All pupils to have the opportunity to free flow inside and outside, making their own choices, which will be supported by staff through quality interactions.
- Staff not only support child-led learning but to instigate and initiate learning both inside and outside in order to model learning opportunities.
- Display boards to show a balance of pupils celebrated work, mounted learning that demonstrates pupils' learning journey and language that supports learning. Pupils' names/ picture to be used to identify pupils' work.
- Pupils interests are supported and encouraged as much as possible in order to provide learning opportunities that are meaningful.
- Pupils feel safe and secure in their environment, willing to take risks and learn from marvellous mistakes.
- Pupils build positive relationships in order to engage with others and recognise when they need to ask for help.

- Pupils understand the difference between right and wrong, taking responsibility for their behaviours and actions
- Pupils understand that they are a part of the wider school community

3. TEACHING AND LEARNING STYLE

In our EYFS setting we use a variety of styles to ensure effective teaching and learning. There is a balance of adult led and child-initiated activities in order to help all children *'be the best me they can be'*. Examples are:

- **PLAY** - Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears and re-live anxious experiences in controlled and safe environments.
- **ACTIVE LEARNING** - Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. 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.
- **CREATIVITY & CRITICAL THINKING** - When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

4. ASSESSMENT

Children in the EYFS are assessed on an ongoing basis through observation, 1:1 interaction, small group activities and whole class teaching.

Baseline assessments of the children take place during the first six weeks of a child starting in both FS1 and FS2. The Reception Baseline Assessment is statutory for children entering Reception is statutory. This online assessment is carried out by the class teacher with careful planning as to how and when is the best time for the children to be assessed.

These baseline assessments are used to inform planning and the organisation of early interventions and activities designed to support the children's individual needs. All our assessments are based on our bespoke curriculum which is derived from the 'Development Matters' document and developed to meet the needs of Early Years cohorts at North Wheatley C of E Primary School.

This curriculum tracks learning from 0—5 years. Each child will have an online learning journey via SeeSaw in which their progress will be recorded.

Following these assessments parents/carers have the opportunity to meet with their child's key person and discuss their progress and how they have settled in. Further assessments will be carried out on a termly basis and parents/carers will be given opportunities to discuss these with their child's key contact. A report will also be completed at the end of FS1 before they move into FS2, and also at the end of FS2 before they move into Year 1.

5. FOLLOWING YOUR CHILD'S PROGRESS

Parents are strongly encouraged to contribute to their child's learning. In EYFS we have different ways you can get involved in your child's learning:

- **ONLINE LEARNING JOURNEY (SeeSaw)** – This is a tool that is specific to each child and is only accessed by the parent/carer for their own child. It is a two-way tool that shares the child's learning in class and also has the facility for parents/carers to sharing learning and experiences from home.
- **CLASS WEBSITE PAGE** – Our website page is available through the North Wheatley Primary School website under the Pupil – Early Years Foundation Stage section and gives updates and pictures of the learning and teaching in EYFS.
- **OPPORTUNITIES TO COME INTO SCHOOL** – There are a variety of different opportunities for parents to come into school such as community open events, assemblies, workshops, Christmas and summer productions, sports day, informal and formal meetings, FS1 consultations and FS2 parents' evenings and open afternoons and parent forum.
- **OTHER** – Children in EYFS are also invited to share experience outside of school through show and tell (FS1) or I'm unique books (FS2).

6. SAFEGUARDING AND WELFARE

"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."

(Statutory Framework for the Early Years Foundation Stage)

It is important to us that all children in school are 'safe' and that we comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

As a school we ensure that we:

- Create high quality settings which are welcoming, safe and stimulating
- Promote the safeguarding and welfare of children

- 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.

Further details can be found in our whole-school policies, including Child protection / safeguarding and Health & Safety.

7. MONITORING & REVIEW

All EYFS staff follow the principles stated in this policy.

The Headteacher and link-governor will carry out monitoring of our EYFS provision as part of the whole school monitoring schedule.

This policy will be reviewed every three years, or sooner if there are statutory or school changes.