



## ENGLEFIELD CE PRIMARY SCHOOL

### EARLY YEARS FOUNDATION STAGE POLICY

#### *Sowing the seeds for a flourishing future*

##### **Purpose and Background**

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to five years of age. Within this policy EYFS is used to describe children who are in our Foundation Stage Two (FS2) class.

The Foundation Stage is important because it is in their early years that children begin to develop learning attitudes, skills, social integration, independence and personal organisation.

Play is a central tool for learning; it is a key way in which young children flourish and learn with enjoyment and challenge. Structured play where the learning has been clearly identified through careful planning and support is very important in the Foundation Stage environment.

##### **Aims**

Meeting the needs of every child lies at the heart of everything we do at Englefield. We will:

- nurture and nourish all children so they grow and flourish;
- provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning;
- create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners;
- value the individual child and work alongside parents/carers to meet their needs and help every child to reach their full potential;
- foster independence and positive attitudes to learning.

##### **The Statutory Framework of the EYFS**

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within early year's settings.

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** in which their experiences respond to their individual needs – there is a strong partnership between practitioners and parents/carers.
4. Children **develop and learn** in a variety of ways and at different rates.

## How do we put these principles into practice?

As part of our practice we:

- provide a broad and balanced curriculum, based on the EYFS Framework; across the seven areas of learning using play as the vehicle for learning;
- promote equality of opportunity and apply anti-discriminatory practice, providing early intervention for those children who require additional support;
- work in partnership with parents and within the local community;
- plan challenging, learning experiences, based on the individual child, informed by observation and assessment and by the ideas and interests of the children;
- provide opportunities for children to engage in child-initiated and adult led activities;
- provide a safe and secure learning environment both indoors and outside.

## The Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable children to achieve and exceed the Early Learning Goals and also develop the knowledge and skills required for them to progress successfully through school and life. We value all seven areas of learning and development with equal importance and understand that they are often inter-connected.

### *The 'Prime' areas*

These three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning – they build their capacity to learn, to form relationships and thrive, both in the EYFS and beyond. These are:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

### *The 'Specific' areas*

Children are also supported to achieve in four specific areas, through which the three prime areas are strengthened and applied:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** – children investigate and experience things and 'have a go'
2. **Active learning** – children concentrate and keep on trying if they encounter difficulties
3. **Creating and thinking critically** – children have and develop their own ideas, they make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful, first hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, independence, communication and physical development.

The curriculum is delivered using a play-based approach as outlined by the EYFS Framework– ‘Each area of learning and development must be implemented through planned, purposeful play and through an appropriate combination of adult-led and child-initiated activities’. We plan a balance between children having time and space to engage in self-initiated activities and those which are planned by adults. During children’s play, Early Years practitioners interact when appropriate to stretch and challenge them further. During adult led learning, children will engage in whole group and small group activities with specifically allocated times for daily teaching of phonics, mathematics and literacy.

As practitioners, in planning and guiding children’s activities, we reflect on the different ways that children learn and we build these into our practice. The Foundation Stage has an enclosed outside area. We create a stimulating learning environment to encourage children to free-flow indoors and outside as far as possible all year round.

In everyday school life children are encouraged to embrace our school values of Love of God, Love of God’s World, Love of Self, Love of Others and Love of Life.

### **Observations and Assessment**

As part of our daily practice we observe and assess children’s development and learning to inform our future plans. We record our observations in a variety of ways including photographs. All classroom practitioners are encouraged to contribute to discussions. Observations of children’s achievements are collated in their own personal Learning Journeys which are shared with parents/carers. Children are actively encouraged to contribute to their Learning Journeys and to help plan for their own ‘next steps in learning’. Throughout their time at Englefield school parents/carers are welcomed in to share in their children’s learning, both informally through our ‘open door’ policy and ‘stay and play sessions’ and formally during parent/teacher consultations.

Within six weeks of a child starting at Englefield School staff complete the baseline assessment in order to ensure that they begin learning at a level which is appropriate to their current ability.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the seventeen early learning goals of the EYFS curriculum. This assessment is used to provide a report to parents of their child’s attainment. The following levels are used:

- emerging – not yet reaching the expected level of development;
- expected – meeting and/or exceeding the expected level of development.

### **Safety including Safeguarding and Welfare**

Children’s happiness, safety and welfare at Englefield is paramount. We create a safe and secure environment within our school and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have policies, procedures and documents in place to ensure the safety of our whole school community.

We promote the good health of the children in our care in numerous ways:

- we encourage healthy eating and drinking – in FS2 and KS1 children are provided with a nutritious fruit snack at morning break time;
- we allocate significant time for physical development, for example through P. E lessons, a weekly woodland learning session and other good practices;
- we follow set procedures when children become ill.

Staff and visitors are prohibited from using their mobile phones in our Early Years setting, only the school's equipment is used to photograph children. Children must always be appropriately dressed in photographs. Parents are asked to provide written permission for their child to be photographed and if any parent objects to their child being included in school photographs this request is observed.

### **The role of parents/carers**

We recognise the central importance of parents/carers as children's first educators and we believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together we can have a significant impact on a child's learning. Parents are encouraged to help in school and to continue to support their child's learning at home.

### **The role of outside agencies**

Working with outside agencies is integral to our practice in order to meet the individual needs of our children. At times we may need to share information with other professionals to provide the best support possible for a child. At all times parents would be kept informed.

We draw on our links with the community to enrich children's experiences by taking them on outings. When relevant we invite members of the community into our setting to talk about their lives, work and experiences.

### **Transitions**

Transitions are carefully planned and significant time is given to ensure continuity of learning and care. At times of transition we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

Before children start in our FS2 class:

- where possible our FS2 teacher visits nursery/pre-school settings to meet the children coming to our school together with their key worker;
- children attend introductory sessions to develop familiarity with our school, their class, their teacher and other supporting adults;
- parents and carers are invited into school to meet with members of staff - staff are able to answer any concerns/queries at this time;
- Information for new parents is provided in a booklet which answers some of the questions that parents may have; it also contains ideas to make the transition to school easier for the child.

At the end of the EYFS the FS2 teacher meets with the Year 1 teacher to liaise and discuss each individual pupil and their specific needs. Children will have the opportunity to meet with their new teacher to get to know them during our 'whole school move-up day' and parents/carers will be invited to a 'meet the teacher' session with their child's new teacher.

### **Management of policy**

#### **School:**

This policy has been prepared by Governors and the Senior Leadership team. It will be implemented and managed by the Headteacher in liaison with staff.

**Governing Body:** The Governing Body has delegated the oversight, review and update of this policy to its Development Committee

**Approval:** Autumn 2024

**Next review due:** Autumn 2026

**Associated policies/documents**

Statutory Framework for the Early Years Foundation Stage  
Child Protection Policy  
Equalities Statement  
Attendance Policy  
Complaints Policy