

Flushing C of E Primary School EYFS Policy

1. Introduction

'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.' (EYFS, Statutory Framework 2021)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year (Foundation Class). EYFS is based upon four guiding principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

Our vision is to provide a superb village school, delivering a great education for one and all.

This policy was approved by the governing body in summer 2023.

2. 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 will use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school and do not discriminate against children because of differences. In our school, we believe that all our children matter. All children will be treated fairly, regardless of race, religion or abilities. All children and their families will be valued within our school.

We will give our children every opportunity to achieve their best. We will do this by taking account of our children's range of life experiences when planning for their learning.

We will set realistic and challenging expectations that meet the needs of our children. We will 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 will 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 and intervention as necessary.

It is important to us that all children in the school are safe. We will educate children on boundaries, rules and limits and to help the children understand why these exist. We will 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 wellbeing of all children (see Whole-School Safeguarding Children 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." (EYFS, Statutory Framework 2021)

We understand that we are legally required to comply with certain welfare requirements as stated in the EYFS Statutory Framework Stage 2021.

We understand that we are required to:

- Promote the 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 and efficient management of the setting and to meet the needs of the children. We will endeavour to meet all these requirements.

3. Positive Relationships

We aim to develop caring, respectful, professional relationships with the children and their families. All staff involved with EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Parents as partners

We recognise that parents are children's first and most enduring educators. We value the contribution they make and the role that parents have played, and their future role, in educating their children. We will support them in doing this by:

- Inviting all parents to a parent's meeting and 4 pre-school sessions during the term before their child starts school, with opportunities to chat to school staff and class teachers.
- Sending each family, a Class welcome letter before they start school with lots of relevant information about the EYFS and what to expect. As well as adding them to Class Dojo and Parentmail.
- Establishing good links with and smooth transitions for the many children who come from local Pre-schools, visiting each setting and offering a home visit.

- Inviting children and their families to visit the school before they start in September.
- Offering parents regular opportunities to talk about their child's progress in EYFS Class and encouraging parents to access their child's learning journey on Tapestry.
- Encouraging parents to engage their child's teacher if there are any concerns, either by Class Dojo, email or face to face.
- Arranging twice annual formal meetings for parents at which the teacher and the parent discuss the child's progress 1:1.
- Sending parents their child's Learning Journey with their child's attainment, progress and teachers report at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: church services, sports day, shared reading times, school performances etc.

4. Enabling Environments

We recognise that the environment, both inside and outside, plays a key role in supporting and extending 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 their learning.

Observation, assessment and planning

Planning within EYFS starts by introducing a topic theme, which normally lasts about half a term. The EYFS teacher will use these plans as a guide for weekly planning. However, the teacher will alter teaching in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

Assessment in EYFS takes the form a statutory baseline assessment in the first 6 weeks of starting school as well as through of observation uploaded onto the online platform Tapestry, involving the teacher and other adults as appropriate. Parents are also able to contribute to their child's individual 'Learning Journey' on Tapestry. We will make regular 6 weekly Read, Write, Inc. scheme assessments of children's learning within phonics, and use this information to ensure that future planning reflects identified needs.

We will make best-fit judgements at the end of year about achieving the Early Learning Goals (emerging, expected, exceeding). We will also use 'Development Matters' throughout the year. Within the final term of EYFS, we will comment on the Characteristics of Effective Learning, as well as the attainment of the Early Learning Goals.

The EYFS classroom at the Pavilion building 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 classroom is set up to enhance each EYFS curriculum area, where children are able to find equipment and resources independently.

The children have access to an enclosed outside area. 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 will plan activities and resources for the children to access outdoors that will help them to develop in all areas of learning. This is enhanced by our beach and forest school sessions as well as time spent on the Bowling Green and around the village.

5. Learning and Development

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 inter-connected.

Our teaching and learning will be informed by:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school.

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.' (EYFS, Statutory Framework 2021)

Through play our children will:

- Explore and develop learning experiences, which help them make sense of the world.
- Practise and build up ideas and learn how to control themselves and understand the need for rules.
- Have the opportunity to think creatively alongside other children as well as on their own.
- Communicate with others as they investigate and solve problems.
- Express fears or re-live anxious experiences in controlled and safe situations.

'Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.' (EYFS, Statutory Framework 2021). Active learning occurs when:

- Children will be motivated and interested.
- Children will have some independence and control over their learning.
- Children will develop their confidence as they learn to make decisions.
- Children will achieve a sense of satisfactions as they take ownership of their learning.

'Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing so.' (EYFS, Statutory Framework 2021)

- Children will be given opportunity to be creative through all areas of learning, not just through the arts.

- Adults will support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.
- Children will access resources freely and are allowed to move them around the classroom to extend their learning.

5 Areas of Learning

The EYFS comprises 7 Areas of Learning; Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the **prime areas**:

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

Further to this there are four specific areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

- literacy
- mathematics
- understanding the world
- 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 will be delivered through a balance of adult-led and child-initiated activities.

6. Monitoring and review

The EYFS teacher will be responsible for implementing the requirements of this policy. All teachers will be observed by the head teacher and EYFS co-ordinator on a regular basis. The EYFS governor will also observe practice within the Early Years. The governors will review this policy annually and receive a report by staff on its implementation.

Signed: _____

Date: _____