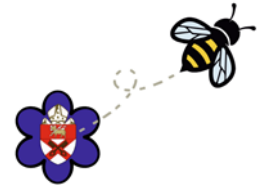




Celebrate



Collaborate



Pollinate



Burneston Church of England Voluntary Aided Primary School

EYFS Policy

Adopted: May 2022

Next review: May 2023

‘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.’

Early Years Foundation Stage Statutory Framework - Department for Children, Schools and Families 2021.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. Burneston CE VA Primary School children are admitted into Reception in the September of the academic that they turn five years old. Early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

Our aims:

We aim to support all children to become independent and collaborative learners. We achieve this through a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. We will:

- Expose children to a wide range of experiences that will provide well thought out, creative learning opportunities that stimulate and challenge children
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond
- Provide daily opportunities for choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The EYFS is based upon four overarching principles:

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

A Unique Child

At Burneston CE VA Primary School, we recognise that learning is constant and supported by children’s unique skills and knowledge. 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 and encouragement and celebrate children's achievements to develop a positive attitude to learning.

We value the diversity of individuals within EYFS, meaning all children in are treated fairly regardless of race, religion or abilities. We believe that all our children matter and we aim to 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 and challenging expectations that meet the needs of our children. We aim to ensure that outcomes for children are high by the end of the EYFS regardless of gender, ethnicity, special educational needs, disabilities, social or cultural background. 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; these opportunities will motivate and support children and to help them to learn effectively
- Using a wide range of teaching strategies based on children's learning needs
- 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 all children, taking particular account of communication and language skills
- Rigorous monitoring of children's progress and taking action to provide support as necessary

Positive Relationships

At Burneston CE VA Primary School, we recognise that children learn to be strong, confident and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents/carers play a critical role as children's first and most enduring educators and we value the contribution they make and the role they have in their children's continuing learning journey. We do this by:

- Encouraging parents to contribute information to their child's learning journey via uploads on Tapestry.
- Using information gathered from parents (both prior to the children starting in Reception and as the year goes on) as a tool to inform the assessment process.
- Children's learning journeys are available via Tapestry for parents to discuss and look at and provide comments.
- Operating an 'open door' policy for parents/carers with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Focussed parent sessions/videos are delivered across the year to provide support and information for parents.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending children's learning. It is our aim to provide an attractive and purposeful environment that supports children's next steps, fosters their independence, and allows them to grow in confidence. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Learning and Developing

The EYFS Curriculum

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and interconnected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these learning areas.

The three prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. These areas are:

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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- 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 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 independently and move around the classroom freely and purposefully to extend their learning.

Planning

The Educational Programmes within the Early Years Foundation Stage Statutory Guidance document provides the basis for planning throughout the Foundation Stage. Planning is made in response to observations and assessment of the children and takes place on a weekly basis. Planning reflects the children's next steps in learning across the EYFS and is led by the children's interests whilst incorporating curriculum learning taken from our EYFS curriculum document and long-term plan. Planning should meet the needs of all children in the class. These next steps met by:

- Enhancements based on children's interests and learning are planned for the continuous provision.
- Focussed group activities led by an adult.
- Discrete phonics, maths and literacy planning.

Observations

Staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements and interests, engaging in high quality interactions, and identifying any next steps for learning. Staff then discuss these observations which then lead the direction of the planning. Relevant and significant observations are recorded in the children's learning journeys.

Assessment

Assessment in the Foundation Stage takes the form of informal observations, both formative and summative phonics assessments, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. Learning journeys record and show examples of each child's work; these online journals contain a wide range of evidence that can be used to make assessment judgements and shared with parents throughout the year. Adult's knowledge of the child is a strong source of evidence and is used to support these judgements. Insight is used to record these judgements on a termly basis after an initial baseline, a child's level of development against the 7 areas of learning is recorded as; on track/ not on track. Information from these assessments is used to identify the children's rate of progress, individual areas of strength or weakness and the steps that must be taken to increase progress. This is monitored through pupil progress meetings held with teachers and the Senior Leadership Team on a termly basis. Data from these assessments feeds into the whole-school assessment and tracking process and is vital to the School Improvement Plan.

During the first six weeks in Reception, the teacher will complete the statutory Reception Baseline Assessment. In addition; teachers will use what they know about the children to make a school baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Early Years Foundation Stage Profile is completed at the end of the Foundation Stage, and allows teachers to summarise a child's progress towards the Early Learning Goals. It covers each of the seven

areas of learning contained in the curriculum guidance for the Foundation Stage. Children will be judged to be emerging or expected against these statements. Parents receive an annual written report that comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. During the year there are opportunities for this information about children's progress and their next steps to be shared verbally and parents are encouraged to attend these meetings. The meetings occur twice per academic year.

Monitoring and review

It is the responsibility of the EYFS teacher/s to follow the principles stated in this policy. There is a named governor responsible for the EYFS (Liz Wilson). This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and other senior leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule as identified within the School Improvement Plan.