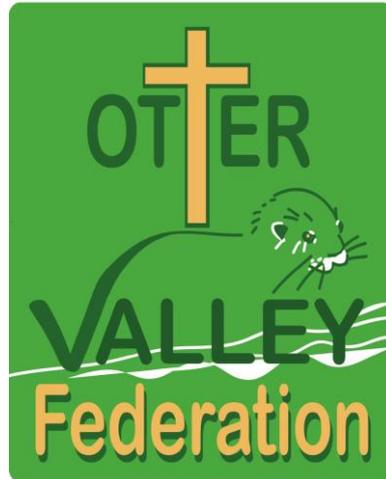


Believing and Achieving Together to be the Best We Can Be



*We aim to reflect God's love, "I have come that they
may have life, and have it to the full."
John 10:10*

EARLY YEARS AND FOUNDATION STAGE (EYFS) POLICY

Feniton Church of England Primary School

Policy dated 10th December 2019

This Policy was adopted by:

The Governing Board of The Otter Valley Federation

And reviewed by the Curriculum Lead Portfolio Governor

Reviewed November 2021

Next triannual review: November 2024

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 2021)

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Feniton C of E Primary School the children can join us in Pre-school (Little Explorers) during the term they turn three years old. Children join us in the Reception Class (Reception Rangers) at the beginning of the school year in which they are five. The EYFS Unit is led by a qualified teacher, who is assisted by Level 3 and unqualified Foundation Stage Practitioners.

This policy should be read in conjunction with Government Statutory Framework for EYFS 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

and non-statutory curriculum guidance – Development Matters 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

Ethos

At Feniton Primary we live our shared vision through our Heart values (happiness, empathy, achievement, reflection and trust), so that all children and staff can strive to be the very best they can be; understanding that God's love (symbolised by the heart) is unconditional and enables us to flourish and love others.

Four Overarching Principles Guide our Practice (EYFS Framework 2021):

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Curriculum Intent

The Early Years Foundation Stage is the start of the pupil's school journey towards gaining the necessary skills, knowledge and attitude to achieving Jesus' promise of 'life in all its fullness' (John 10:10).

Our intent is to ensure children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. This is to ensure the children have a solid foundation that they will continue to build upon.

The curriculum is designed with intent to:

- Provide a broad and balanced, sequenced programme of study that meets the needs of all the children, building upon what they know and can already do
- Enable all the children to make progress in their learning and achieve their full potential by providing opportunities to motivate and support children
- Protect the physical and psychological wellbeing of all children.
- Support the acquisition of knowledge, vocabulary and effective communication by using a wide range of teaching strategies based on children's learning needs
- Promote good behaviour
- Support children's spiritual, moral, social and cultural development by providing a safe and supportive learning environment in which the contribution of all children is valued;
- Prepare children for their next stage of education in Year 1

Curriculum Implementation

In the 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 abler, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. In our school we believe that all our 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.

For those children with special educational needs, the focus will be on removing barriers for children and on preventing learning difficulties developing. Children's learning difficulties will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents and developing an effective strategy to meet these needs. Advice and guidance will be provided by the school SENDCO and an individual education plan (IEP) will be written. Outside agencies may become involved if necessary.

It is important to us that all children in the schools 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.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded throughout the EYFS curriculum e.g children are encouraged to value each other's views and recognise and talk about their feelings. Children are given opportunities to develop enquiring minds and are involved in activities that involve turn taking, sharing and collaboration. Children are involved in creating class rules and understand they apply to everyone. They are encouraged to build resilience and responsibility.

To support the curriculum intent, all children will be learning skills, acquiring new knowledge and demonstrating his/her understanding through seven areas of learning and development from the EYFS framework: the Prime areas (Personal, Social and Emotional Development; Communication and Language; Physical development) and the Specific areas (Literacy; Mathematics; Understanding the World; Expressive Arts).

Children should mostly develop the three prime areas first:

Personal, Social and Emotional Development – children develop confidence and self-esteem, learn how to manage feelings and respect others.

Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment.

Physical Development – children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices.

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in four specific areas:

Literacy – involves children learning how letters link to the sounds and begin to read and write.

Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.

Understanding of the World – children have opportunities to find out about people and communities, the environment and technology.

Expressive Arts and Design – involves exploring feelings and ideas through music, dance, role play and design.

We recognise the three Prime Areas (PSED, CL, PD) underpin all the other areas of learning. The remaining Specific Areas support them and help strengthen children's learning and development. In each area there are Developmental Matters and Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led sessions as well as child-initiated learning through continuous provision opportunities. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and 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. All staff work together to foster the characteristics of effective early learning:

- Playing and Exploring – children investigate and experiences things, and 'have a go';
- Active learning – children concentrate and keep trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We are a Communication Friendly Setting. The skills, knowledge and vocabulary are carefully planned to take account of each individual child's starting points. Particularly in the preschool, this is through a range of topics based on the children's interests, as well as their learning and developmental needs. Staff encourage children's interest in reading through telling stories and rhymes daily. In Reception, the curriculum is designed around key texts. The children have the opportunity to embed oral storytelling and cross curricular links are made in a wide

range of taught activities and continuous provision. Phonics is taught systematically and synthetically, so children have the opportunity to use sounds they have learnt both in their writing and reading.

In the summer term we invest time in preparing children for Year 1 through more structured play times with the rest of the school and planned time with their next class teacher.

How the Curriculum is organised:

The curriculum is planned through a series of themes that reflects and responds to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child-initiated activities.

The long-term plan is an overarching framework that informs all other stages of planning. It is organised into themes and shows the range of experiences and learning opportunities that are available while children are in the early years. Medium-term planning shows cross curricular links to the theme. It is evaluated weekly to respond to other emerging interests that the children may have. Short-term plans select activities and learning objectives from the medium-term plan as deemed appropriate to meet the needs and interests of the children. Activities are differentiated so they challenge the most able children, in some cases to exceed Early Learning Goals, and support the less able. As Feniton Primary School is a rural school we ensure we include topics to extend the children's awareness of cultural diversity and also celebrate our locality.

The role of all adults

This includes:

- The recognition of the importance of the role of all significant adults; teachers, classroom assistants, meal time assistants, Foundation Stage Practitioners and parents as partners.
- The understanding of the importance of warm, caring relationships between adult and child, to provide positive and meaningful interactions that enhance self esteem and confidence.
- The encouragement of well-planned quality play by adults who observe, interact and extend the children's activities in a way that positively affects the attitudes of learning that the children develop.
- The provision of an appropriate mix of adult-directed and child-initiated activities.
- Promoting children's learning through planned experiences that are challenging but achievable.
- Understand that children learn in different ways and at a different pace to each other.
- Modelling a range of positive behaviours.
- Using language that is rich and grammatically correct to develop children's language.
- Direct teaching of skills and knowledge.
- Planning the indoor and outdoor environment to provide a positive context for learning and teaching.
- Skilful and well-planned observations of children.

Parents as Partners

We know 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 the children.

We aim to provide a range of opportunities to inform parents about children's learning experiences and progress. Opportunities include:

- Visiting the setting and meeting staff before starting the setting.

- Parents' evenings held each term.
- Online 'learning journey' (Tapestry): these are always available to look at/ share with their child/ contribute to.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class trips, Friday Family Service, Sports Days etc;
- Regular newsletters
- Homework for Reception children
- Ideas and resources to support home learning, provided on the school website.

Children of pre-school age are invited into school as part of an induction programme during the term preceding school entry and the beginning of Reception Class. New parents are invited to a meeting at the beginning of term to discuss the routines and to ask any questions. The curriculum is discussed and ideas are shared to know how to support and help at home.

We operate an open-door policy where parents can talk with us at the beginning or preferably at the end of the school day, or they can telephone the school.

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.

In Pre-school at Feniton children are assigned a 'Key Person'. Their role is to help children settle in and ensure that learning and care is tailored to meet their individual needs. We believe that it is very important that parents and staff work closely together, as sharing our knowledge of the children will enable us to plan appropriate experiences and learning opportunities.

Where children attend more than one setting, we aim to ensure continuity and coherence by sharing information about the children's achievements.

We value the diversity of individuals within the schools and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our schools.

Observation, Assessment and Planning

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.

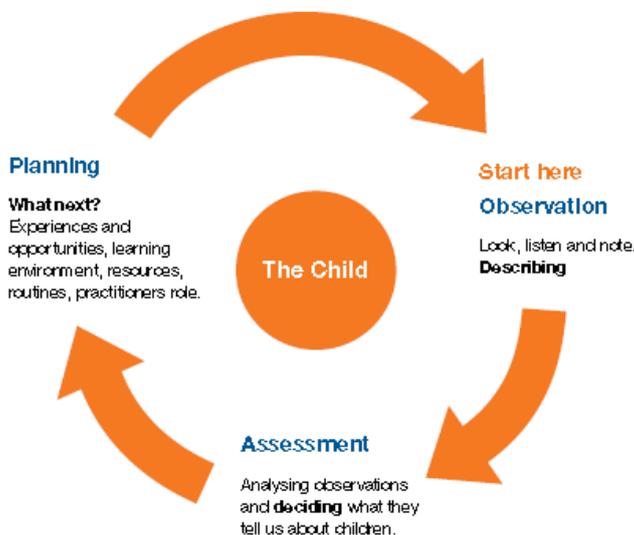
Medium-term planning contains details of how provision may be enhanced, to link with a theme and support progression in learning. Short-term planning includes details of adult led activities, specific resources and key questions and vocabulary.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Our Formative Assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may

take the form of spontaneous observations, focused observations, photographs and discussions with children, parents and staff. This range of evidence is then used to inform judgements against the EYFS Development Matters statements at the end of Reception Year, and the evidence helps us to identify next steps and inform short term planning.

At Feniton Primary, if child’s speech in Little test is carried out and address any issues and Feniton Reception identified with speech using Speech Link and programme is then any identified issues. EYFS, we provide a written reporting their progress Characteristics of Learning.



there are concerns about a Explorers, the Teddy Talk support provided to identified. In both Tipton classes, any children issues will be assessed Language Link. A support implemented to address Within the final term of the summary to parents, against the ELG’s and the

Assessments will be based primarily on observation of daily activities and events.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Accurate assessment will take account of a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected) or not yet reaching this level (emerging).

The completed EYFS Profile must include a short commentary on each child’s skills and abilities in relation to the three key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child’s approach to learning.

The Learning Environment

The EYFS classrooms are 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 in learning areas, where children are able to find and locate equipment and resources independently.

All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.

Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away. Children will be able to relate personally

to the resources provided so that they: Reflect children's varied home and community experiences; reflect the culture of the local community and the wider world; Avoid gender stereotyping.

The outdoor learning environment contributes to all areas of learning. 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 chance 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. Resources outdoors and indoors are organised similarly to enable children to be independent and take responsibility for their learning.

All children are encouraged to take part in the full range of outdoor experiences.

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 use praise and encouragement, as well as stickers, certificates and rewards, to encourage children to develop a positive attitude to learning.

Curriculum Impact

By the end of Reception, the children will have developed physically, verbally, cognitively and emotionally and have developed a positive attitude to school and learning. They will be ready to move up to Year 1.

By the end of Reception our children will use their knowledge of phonics to read accurately and with increasing speed and fluency.

There is an expectation that children will achieve well, particularly those children with lower starting points.

Welfare

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021. We understand that we are required to:

- safeguard children;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure the suitability of adults who have contact with 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;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.

We endeavour to meet all these requirements.

Health and Safety

The schools' guidelines on health, medical and safety issues are followed by the EYFS.

Children will only be dismissed to a parent or carer at the end of the day unless staff have been notified of any change. All children must be handed over personally to their parent/carer at the end of the day. No one under the age of 18 is allowed to collect a child in the EYFS.

At least one person who has a current Paediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings.

In the EYFS, we will continue to complete written risk assessments for any occasion that the children are leaving school premises.

First Aid

All injuries must be recorded in the accident record folder.

Parents must be informed, by telephone, of more serious injuries, especially bumped heads.

If a child has a minor injury and is well enough to remain in school, staff must inform their parent on collection at the end of the day either in person or by sending a letter home.

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners in the Otter Valley Federation receive regular training. The identification of training needs of all adults is part of an on-going process.

Monitoring and Review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

The Head of School and EYFS leader will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Confidentiality

All adults working in the EYFS must understand that all information in the course of employment will be kept confidential. Details of children, families and staff must remain confidential and must not be discussed outside of school.

Leadership and Management

Regular Local Learning Community EYFS meetings are held to discuss assessment and curriculum issues. Within school, regular discussions with the Head of School, monitor the progress of groups and individual pupils, EAL/SEN issues.

Priorities relating to the EYFS are identified in the Federation Development Plan.

Roles and responsibilities for all staff are reviewed in line with the appraisal cycle.

Procedures and staff training and development needs are outlined in the Federation Development Plan.

All staff and governors are aware of the requirements of the Early Years Foundation Stage and the importance of this stage of development in relation to children's learning and its impact on raising standards across the school.