



## EYFS policy

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Ciara Dumpleton	February 2022	2025	Yes
	February 2025	2028	No

***As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices adhere to the Values Education ethos.***

***We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.***

***All our schools' policies include the Pixie class (Shillington) and the before and after school club (Stondon).***

Head Teacher: .....

Date: .....

Chair of Governors:.....

Date: .....

## **Rationale**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Shillington Lower School our foundation stage is split into two areas; our Pre-school class, for children aged 2, 3 and 4 and then our reception class, for children who will turn 5 that academic year. At Stondon, children enter school in Reception class. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

## **Aims**

- To provide a safe and challenging, stimulating, caring and sharing environment that is sensitive to the needs of all children.
- To 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.
- To use and value what each child can do, assessing their individual needs and helping each child to progress.
- To enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability have the opportunity to reach their potential.
- To provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- To provide experiences for all children, whatever their needs.

## **Guidelines**

The DfE Early Years Foundation Stage Framework states that “Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.” In order to fulfil this goal, we are required to adhere to the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

The EYFS Framework is based upon four principles

- A unique child
- Positive relationships
- Enabling environments
- Development and learn in different ways

## **A Unique Child**

At Shillington Lower School and Stondon Lower School we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. All children and their families are valued at our schools. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENDCo is called upon for further information and advice if required.

### **Positive relationships**

We recognise parents are the child's first and foremost educators and we work strongly to develop strong links with them. We do this by:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Holding two parent consultation evenings a year to discuss children's progress
- Inviting parents to share their child's learning via our Seesaw app
- Encouraging parents to make use of the home/school communication book which is looked at daily by an EYFS staff member
- Inviting parents to a Reception Induction event before their child starts to share information
- Carry out home visits for children entering preschool and pre-school settings/home visits for children entering Reception.
- Issuing regular newsletters
- Holding parent workshops to support their work at home

### **Enabling environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment throughout the foundation stage that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences.

### **Areas of learning and developing**

There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the **prime** areas, are:

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

In accordance with the statutory EYFS Framework, we must also support children in **four specific** areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and

- expressive arts and design

### **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. Activities are planned with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on 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.

### **Teaching strategies**

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to the children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

### **Play Based Learning**

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development.

### **Assessment in the Foundation Stage**

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

#### In Shillington:

On entry into Pre school children will be baseline assessed by their key worker and at key points they will discuss the children's progress with the Early Years lead teacher. All information will then be passed onto the new class teacher in Reception.

#### In both schools:

Within the first 6 weeks a child starts Reception, we carry out the Reception Baseline Assessments (RBA) for each child. At key points during the Reception, the Class Teacher submits assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELGs) and comments on whether their development within each ELG is either 'emerging' (not yet reaching expected levels of development) or 'expected'. This information is also communicated to parents and carers in the child's end of year report and can be discussed if required.

### **Moderation**

The Early Years Team meet regularly to moderate their judgements to ensure that data entered onto the Early Years profile is as accurate as possible. Additionally, the Head teacher is responsible for monitoring the quality of learning & teaching within the Foundation Stage and the monitoring of the transition from Foundation Stage to Key Stage 1. These will be undertaken in the following ways:

- Lesson observation
- Work/planning scrutiny
- Discussions with parents
- Through pupil talk time
- Discussions with Early Years Team

### **Information to be provided to the local authority**

As with all Early Years providers, we must report EYFS Profile results to local authority, upon request. Local authorities are under a duty to return this data to the relevant Government department. Providers must permit the relevant local authority to enter their premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments. Providers must take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

### **Transition**

We recognise that pupils are vulnerable at all transition stages and to this end we employ the following systems to ensure a positive and smooth transition for all involved:

- All Early Years Staff receive Foundation Stage training and awareness of Key Stage 1 requirements
- Early Years Staff plan joint lessons/delivery/team teaching and also peer monitoring in the summer term before and during transition
- Opportunities in the form of 'Stay and Plays' are offered in the summer term to parents and children joining our reception class
- Transition opportunities are provided for children to work with their new Year 1 class teacher during the summer term
- In Shillington there are opportunities for Pixie class to regularly visit the main school and reception classroom.
- Teachers and support staff working across the Foundation stage.
- Outdoor learning and play to be a focus in both Foundation Stage and Year 1
- Meetings to take place to ensure good communication between Year 1 teacher and Foundation Stage teacher regarding assessments/Individual Education Plans/High attainers/E-Profile to be developed in Summer Term.
- The child and parents/carers are invited to visit the Reception classroom before actually starting so that it is familiar to them.

### **Roles and Responsibilities**

Staff/Keyworker

At Shillington, Children in Pixies will be assigned to a named key worker. In Reception, at both schools, the class teacher is the named person for each child in the class. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

### **Safeguarding and welfare procedures**

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. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **Review**

The Standards, Teaching and Learning Committee on behalf of the governing body will review this policy statement every three years.

### **Links with other policies:**

Safeguarding Policy

Special Educational Needs and Disability Policy