

Early Years Foundation Stage (EYFS) Policy

Fingringhoe CE (VA) Primary School

Care Courage Compassion



Approved by the Governing Body:

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1. Introduction

Through a positive and caring environment, Fingringhoe C of E (VA) Primary School endeavours to provide opportunities for every child to achieve their full potential. As a school and community, we work collaboratively to embed Christian values and ensure our pupils are well equipped for their next phase of learning.

'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 Published: 31 March 2021 Effective: 1 September 2021').

The Foundation Stage extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which a child is five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday). The Early Learning Goals (ELGs) stipulate the outcomes most children are expected to achieve by the end of the Early Years Foundation Stage (EYFS).

Young children thrive holistically in an enabling environment which is safe and secure where they can explore, learn and experiment; whilst developing confidence, independence and curiosity. Children joining our school have already obtained a substantial amount of knowledge; many have been learning in one of the various educational settings that exist within our local community. The education we offer our children in reception is based on the following principles:

- Learning experiences enhance and build upon what children already know and can do
- We certify that no child is excluded or disadvantaged
- We offer a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors
- We provide a rich and stimulating environment

Within this document, the term *'Early Years'* is used to describe children within the reception class at Fingringhoe C of E (VA) Primary School.

2. Intent

This policy aims to ensure:

- Children access a broad and balanced curriculum that provides them with the breadth of knowledge and skills required for good progress throughout their schooling and life
- Quality and consistency in teaching and learning, so that every child who attends our setting makes good progress and no child is disadvantaged

- A close working partnership between staff, pupils and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

4. Curriculum

The reception class at Fingringhoe C of E (VA) Primary School follows the curriculum as outlined in the latest version of the EYFS statutory framework, that became compulsory from September 2021.

The EYFS framework includes seven areas of learning and development that are of equal importance and interconnected. However, three of these areas are categorised as a *prime area* and are crucial for igniting curiosity and enthusiasm for learning. Furthermore, these develop and enhance children’s capacity to discover, form relationships and thrive.

The *prime areas* are:

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
Speaking	Managing Self	Fine Motor Skills
	Building Relationships	

The prime areas are then strengthened and applied through four *specific areas*:

Literacy	Mathematics	Understanding the World	Expressive Art and Design
Comprehension	Number	Past and Present	Creating with Materials
Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
Writing		The Natural World	

Within the EYFS, it is acknowledged that the way in which children engage with others and their environment, underpins their learning and development across all areas of the curriculum. The ‘Characteristics of Effective Learning’ documented within the framework, highlight the importance of a

child's attitude towards 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 maintain a 'have a go' attitude.
- Active Learning – Children concentrate and remain resilient when they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically – Children have and develop their own ideas, make links between concepts and develop strategies when undertaking tasks.

These three areas support children to sustain their motivation and effectiveness as learners.

Our curriculum for the Foundation Stage reflects the areas of learning identified within the Early Learning Goals, forming the first stage of Fingringhoe's whole school curriculum. Our children's learning experiences enable them to develop competency and skills across several areas of learning. Planning should provide a clear balance between challenging the most able children, to deepen learning beyond that stipulated by the Early Learning Goals; whilst recognising that an attempt to implement a more formal structure before a child is ready could damage a child's disposition to learn.

As a school, we prioritise a 'language rich' environment through the use of songs, stories and dedicated time for quality interactions between adults and a child's peers. Our Class Teacher and Learning Support Assistant(s) ensure that interactions are positive and progressive, allowing children to flourish and gather vocabulary at pace to become confident communicators.

The pedagogy which underpins the Early Years Foundation Stage (EYFS) Framework highlights the significance of play, whereby children are encouraged to articulate their experiences and views to other children and adults. At Fingringhoe C of E (VA) Primary School, we aim to facilitate child-initiated opportunities where all pupils have the independence to become confident independent learners. All staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions and modelling. We also offer children adult-led activities, where staff introduce new knowledge and actively teach skills. Opportunities for play, activities and role play are offered within our indoor and outdoor provision, allowing the children to autonomously revisit, apply, and develop these skills with the assistance of adults.

As a child grows, and as their development allows, the balance gradually escalates towards a more adult-led provision to prepare each pupil for a more formal style of learning, in preparation for the year one national curriculum. However, at Fingringhoe C of E (VA) Primary School, the emphasis on learning through play will be developed upon in subsequent years through our provision of first-hand experiences and creative opportunities across the curriculum.

5. Assessment

At Fingringhoe C of E (VA) Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are then used to shape future planning. Staff also take into consideration observations shared by parents and/or carers.

Within the first six weeks of a child entering our reception class within the autumn term, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, the class teacher will complete a profile for each child. Pupils are assessed against the seventeen early learning goals (ELGS) indicating whether a child is:

- Achieving expected levels of development
- Not yet achieving expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with a child's parents and/or carers. The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The class teacher maintains an assessment record for every child in the class; these records contain a wide range of evidence to support attainment and progression judgments. An overview of which will be shared with parents and/or carers at each parental consultation meeting. At these meetings, parents will also have an opportunity to look through their child's learning journals.

Throughout the year, parents and/or carers receive regular updates on their child's learning via our online learning journal on Tapestry. This learning journal, alongside their additional paper journal; includes small gains, strengths, development points and celebrations of success that build into the pupil's overall ability at the end of the year. In the summer term, our families will also receive a written report to provide an overview of progress and attainment throughout the academic year.

6. Inclusion

At Fingringhoe C of E (VA) Primary School, we believe all children matter; consequently, providing every opportunity for them to reach their full potential. As a school, we endeavour to achieve this by taking into consideration their range of life experiences and situations when planning for learning (see our inclusion policy).

Within the EYFS, staff set realistic and challenging expectations targeted to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Providing a wide range of opportunities to motivate and support children, thus facilitating them to learn effectively
- Using a variety of teaching strategies that are underpinned by individual learning needs

- Planning opportunities that build upon and extend knowledge, experience and interests, and develop their self-esteem and confidence
- Monitoring children's progress, and providing support (such as speech therapy), as necessary.
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Providing resources that reflect diversity, and that avoid discrimination and stereotyping

7. Working with Parents

We recognise parents and/or carers are a child's first and most enduring educator. When families and the setting work collaboratively, the results have a positive impact on attainment and development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining how the EYFS is being delivered to parents and/or carers during a parents meeting (prior to commencing), to enable them to understand the value of supporting learning at home and how relevant information can be obtained
- Termly newsletters are sent home to inform parents and/or carers of their child's current curriculum
- Operating an "open door" policy, whereby parents and/or carers feel able to discuss concerns openly
- In the autumn term, a meeting is scheduled for parents to further explain the curriculum, with a particular focus on phonics and early reading, to share ideas on how families can be involved
- Discussing individual next steps and progress with parents and/or carers at parents' evenings
- Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school
- Offering parents and/or carers regular opportunities to talk about their child's progress
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents and/or carers

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide families with a well-rounded overview of their child's knowledge, understanding and abilities.

8. Induction

At Fingringhoe C of E (VA) Primary School, we pride ourselves on maintaining close working relationships with surrounding nurseries and pre-schools to ensure the transition into our setting is well supported and smooth for both our families and children. The reception teacher will visit each setting personally to meet the children between Easter and the end of the summer term (prior to commencing).

Children who are offered a place will be invited for scheduled induction sessions. These visits provide the opportunity for pupils to familiarise themselves with the environment and to begin to develop strong relationships with their peers and the staff within their classroom.

A meeting to discuss a child's transition records is held between a nursery/setting and the reception teacher. A social story will also be provided, containing images of the school and staff to aid this transitional period.

An additional meeting is also held by the Headteacher and reception teacher to introduce parents and/or carers to the school, procedures and the curriculum. Families are provided with a welcome pack which outlines expectations and school routines, along with a document pack to be completed and returned to the school's administrator.

9. Safeguarding and welfare procedures

From September 2021, all Early Years settings are required to promote good oral hygiene as part of the updated EYFS. Within our curriculum, we also place high priority on the teaching of overall health and mental well-being, including self-care, healthy eating and physical development.

Additional safeguarding and welfare procedures are outlined within our safeguarding policy.

10. Monitoring arrangements

This policy will be reviewed and approved by insert name and role every number of years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection policy
Procedures for a parent failing to collect a child and for missing children	See child protection policy
Procedure for dealing with concerns and complaints	See complaints policy

