

# Early Years Foundation Stage (EYFS) Policy 2022-2023

“Aim High, Achieve Success, Find your Sparkle  
and Shine”.



Adopted: September 2022

Review: September 2023

# Early Years Foundation Stage (EYFS) Policy 2022-2023

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

At Bierton C of E Combined School and Nursery, we have an on-site Nursery. Parents can apply for their child to join our Nursery the term after they turn 3. We currently have a Nursery leader and 3 full time Nursery Assistants. We offer 24 places in total in each session and children can attend morning sessions, afternoon sessions or all day. We also offer a lunch club.

Children join Reception in the September of the academic year that they turn five. They are offered a full time place in one of our two reception classes, with sixty places available overall. The classes are mixed randomly. Each Reception class has a full time teacher and there are currently 3 learning support assistants working across both classes. To ensure best practice and continuity, our Reception classes work closely together and share planning, activities and an outdoor learning environment.

## **Aims:**

At Bierton C of E Combined School and Nursery we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners.

We encourage children to develop independence within a secure and friendly atmosphere; support children in building relationships through the development of social skills such as cooperation and sharing; help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Our high expectations enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need for starting school.

## **The Curriculum:**

EYFS follow the curriculum as outlined in the 2021 Early Years Foundation Stage (EYFS) document, which is available to download at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97222/Statutory_framework_for_the_early_years_foundation_stage.pdf)

## **The EYFS is based upon four principles:**

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

## **Inclusion/Special Educational Needs (SEN):**

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 celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

All children and their families are valued at our school. 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. Assessments take into account contributions from a range of perspectives to ensure that any child with potential Special Educational Needs (SEN) is identified at the earliest possible opportunity. Early identification of SEN 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 SEN coordinator (SENCo) is called upon for further information and advice. Appropriate steps are taken in accordance with the schools' SEN policy.

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

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 and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with SEN, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to 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.

## **Health and Safety, Safeguarding and Welfare:**

Safety of the children is given utmost importance. 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. (See School's Health and Safety, Safeguarding and Welfare Policies).

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.

At our school we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We follow these safeguarding and welfare requirements and we adhere to the school's safeguarding policy.

We understand that we are required to:

- Promote the welfare and safeguarding 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 efficient management of the setting and to meet the needs of the children.

We are a healthy school and our Reception children have access to fresh water and free fruit from a Government scheme. Reception children are eligible for free school meals which need to be pre-booked on ParentMail or can choose to bring in a healthy packed lunch. The Reception classrooms have access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques and throughout the year we plan cooking activities to give children experiences of a range of healthy food.

Our Nursery children also have fruit and access to fresh water and milk. The Nursery has access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques and throughout the year we plan cooking activities to give children experiences of a range of healthy food. We also have changing facilities in our Nursery if necessary.

### **Positive Relationships:**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners:**

We recognise 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 do this through:

- Individual phone calls or meetings during the Summer term before the children start with us. These are carried out by the Nursery Lead and Reception Teachers to enable us to work with parents to get the best picture of the children and to support them in their learning
- Stay and play sessions
- Teachers visiting children at their preschool settings to play with the children and talk to staff.

- Inviting all Reception parents to a Parent Meeting and Presentation during the term before their child starts school, in order to welcome new parents to the school and to give them some initial information.
- Inviting parents to workshops to share information on the teaching of phonics and reading and how parents can support this at home.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Open Mornings / Afternoons are arranged to invite parents to come into school and share learning experiences with their child and their class.
- A 'Soft Open' opportunity is given to parents to join their Reception child at the beginning of the school day every day from 8.40am-8.55am. The purpose of this is to give parents an insight into how the children play and learn in their classroom setting. It is also very valuable for the children to have the opportunity to share their learning with parents at school and staff to build relationships with parents.
- Inviting parents to workshops / coffee morning drop ins linked to the Areas of Early Years Learning and Characteristics of Effective Learning.
- In Reception, parents will have the opportunity to access Seesaw, our home learning platform to share some of their child's learning.
- In Nursery, parents will have access to Tapestry, where they be able to see their child's learning journey and share achievements from home.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Special events, celebrations and School Assemblies.
- All parents will be given the Nursery and Reception email address in order to contact the teachers should they wish.
- Parent's Evenings: There will be two parents evening meetings throughout the year.
- **Progress reports**
- At the end of the academic year, a school report for each child is written. In Reception, this includes children's final results at the end of EYFS for each of the 17 areas of learning. A personal comment is also made at the end.
- Phase newsletters. Both Nursery and Reception will share a monthly newsletter with parents.
- Parent Questionnaires: Questionnaires are given to parents at the end of the first term to evaluate and review the induction procedures in place.
- EYFS Documents: Any documents and further EYFS guidance is given to parents for support. For example: 'What to expect, when? Guidance to your child's learning and development in the Early Years Foundation Stage.'

## **Enabling Environments:**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with planned continuous provision. Effective learning builds and extends upon prior learning and is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

### **Areas of Learning:**

The EYFS is made up of **three prime** areas of learning:

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

There are **four specific** areas of learning:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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 prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. We support children in using the three characteristics of effective teaching and learning. These 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.

### **Assessment:**

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources, observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. This enables us to track the progress of individuals and identify and act upon any specific support needs.

### **Transition:**

During the summer term, the following procedures have been put into place to ensure successful transitions:

### **From Pre-school /Feeder settings:**

- \* Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.
- \* Induction Afternoons where new Nursery and Reception children will meet their new teacher in two 'Move up Afternoons' in July. Children are also given their own Guide Book to Reception with photos of their new class and surroundings to familiarise themselves with over the Summer.
- \* Members of staff from school make visits to feeder settings.
- \* Stay and Play Sessions with additional dates for children to visit school with their parents and siblings and play in their new classroom.
- \* Soft-open sessions for the first half term to support the children with settling in.

### **From Reception Class to Key Stage 1:**

- \* Children and parents are fully informed about the process of transition. Reception children will meet their new teacher in two 'Move up Afternoons' in July. They spend the afternoon getting to know their new teacher and class mates. In addition to these transition afternoons, extra afternoons are offered to classes where this is felt appropriate to make the change from an Early Years setting to the more formal environment of a Key Stage One classroom.
- \* A thorough teacher handover is given from the previous Reception class teacher to the new Year 1 teacher. Providing additional information helps teachers plan an effective curriculum and make provision for all pupils.
- \* In the Autumn term, similar routines, expectations and activities are continued in Year 1. End of EYFS data Assessment of children's ELG achievements is shared with the Year 1 teachers. Early Years Leader will highlight particular children who need support as they move to Year 1.

### **Continuity of Teaching and Learning from Reception Class to Key Stage 1:**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the school, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging').

- Reception team meet to moderate all judgements.
- Year One teachers use the EYFS profile to build upon children's learning and ensure the EYFS curriculum is provided for those who have not yet met their ELG.
- Year One teachers ensure that children continue to be active learners; particularly during Literacy and Numeracy sessions.
- Reception and KS1 staff work together to transfer EYFS information and to set up groupings for Literacy and Numeracy.

## **Implementing, Monitoring and Reviewing the Policy:**

The EYFS and KS1 staff will be responsible for implementing this policy.

The EYFS Leader/Assistant Headteacher will be responsible for monitoring and reviewing this policy and will communicate this process to the Head Teacher.

Georgina Bramley  
September 2022

**Pen profiles**  
**Homework**