



"Working together to fulfil potential"

# Early Years Foundation Stage Policy

## Document Control

Document Name	EYFS Policy
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Policy Number	10
Last Issued Date	June 2024
Next Review Date	September 2024
Ratified By	The Governing Board:
Dissemination /Target Audience	All Staff & Governors

## Version Control

Date	Version	Updates/Changes
June 2024	1	Document control added. The key Model Policy adopted

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Appendix A: Related Policies

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

## 1. AIMS

This policy aims to:

- Provide a clear **outline** of our ethos within the EYFS
- **Define** what we consider to be best practice
- Provide **information** to staff, parents, carers, governors and stakeholders.

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy has been written within the guidelines provided by the **Statutory Framework for the Early Years Foundation Stage (2021)** and the **Development Matters in the Early Years Foundation Stage (2020)**.

2.1 The EYFS statutory framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

2.2 The EYFS statutory framework is for:

- school leaders
- school staff
- childcare providers
- childminders

## 3. OUR ETHOS

Our ethos within the Early Years Foundation Stage is outlined by the following extract from the **Statutory Framework for the Early Years Foundation Stage**:

“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.”

This forms the basis of our practice and is at the heart of the work we do.

## 4. THE FOUR PRINCIPLES

The EYFS is based upon four principles:

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

This policy explains how our practice is underpinned by these four themes.

## 5. A UNIQUE CHILD

At James Brindley Community Primary School 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 and rewards, to encourage children to develop a positive attitude to learning.

### 5.1 Inclusion

We value the diversity of individuals within the school. All children at James Brindley Community Primary School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school. 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. In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- 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 children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary.

### 5.2 Welfare

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. (See Whole School Safeguarding Children Policy) At James Brindley Community Primary School we understand that there is a legal requirement to comply with the Welfare Requirements of the **Statutory Framework for Early Years Foundation Stage**.

These detail the need to:

- Promote the welfare of children
- Promote good health
- Prevent the spread of infection and take appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate to the children's stage of development
- Ensure that only suitable adults have unsupervised access to the children
- Ensure that the safeguarding of children is paramount.
- Ensure that all staff adhere to the use of mobile phones
- Ensure that the premises, furniture and equipment are safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences
- Maintain records, policies and procedures to meet the needs of the children and to ensure the safe, efficient management of the setting

### 5.3 Staff Ratios

At James Brindley Community Primary School we follow the guidelines set out in the **Statutory Framework for Early Years Foundation Stage** that is:

- For classes where the majority of children will reach the age of 5 or older within the school year, (Reception) there must be one member of staff for every 30 children.
- For all other classes (Nursery) there must be at least one member of staff for every 13 children.
- In the Reception and Nursery class there is a class teacher who holds QTS. In addition there is a qualified Level 3 TA.
- Both the EYFS Lead and the Nursery teacher hold full QTS.
- All EYFS staff have a current paediatric first aid (PFA) certificate and at least three staff members are available at all times when children are present.

## 6. POSITIVE RELATIONSHIPS

At James Brindley Community Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families

### 6.1 Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school either through a setting visit, or through an informal meeting at school
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Providing parents with regular email updates and valuing the on-going contributions from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of the school year.

### 6.2 Key Person

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. At James Brindley Community Primary School each child is allocated a key person. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them. The Foundation Stage staff meet with pre-school providers when possible to discuss each individual child and their transition process into school.

## 7. ENABLING ENVIRONMENTS WITH TEACHING AND SUPPORT FROM ADULTS

At James Brindley Community Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

### 7.1 Observation, Assessment and Planning

Planning within the EYFS is flexible so that teachers can respond to the needs, achievements and interests of the children. The EYFS curriculum is designed using guidance from **Development Matters** and the **Statutory Framework for Early Years Foundation Stage** alongside practitioner knowledge of pupils. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes place through regular observations. These observations enable the class teachers to make professional judgements of progress and attainment on Target Tracker. Each child's level of development is recorded against the 17 Early Learning Goals.

### 7.2 The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely.

There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning

## 8. LEARNING AND DEVELOPMENT

At James Brindley Community Primary School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected.

### 8.1 Prime Areas

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.

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

### 8.2 Specific Areas

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

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

### 8.3 Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of wellbeing and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations

### 8.4 Playing and Exploring

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. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities

### 8.5 Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### 8.6 Creativity and Critical Thinking

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## 9. THE INDUCTION PROCESS

During the Summer Term, prior to starting school in September, the following transition procedures are followed:



- Where possible, foundation staff will visit pre-school settings from which September's intake will be taken.
- Each child and their parents and carers will be invited to a transition day to spend some time at James Brindley Community Primary School in order to familiarise themselves with both the staff and the foundation stage environment.
- Parents and carers of children starting in Reception that are new to the school will be invited to a 'Welcome Meeting'.
- Parents will be provided with a "New Starter Pack" containing essential information and advice
- School website has a "Induction" area that provides parents and carers with a wealth of information that encourages a smooth transition period for all new starters.

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, nursery children will attend for the morning or afternoon session only.
- During the second week and thereafter, nursery children will attend for the full school day unless Foundation Stage staff and parents or guardians agree that it is not in the best interests of an individual child.