





## Early Years Foundation Stage Policy

Review Cycle:	Bi-annually	Date of Next Review:-	March 2026
Approver:- Chair of SDG	Signed:-  Date:- 09/02/2024	Approver:- Head Teacher	Signed:-  Date:- 09/02/2024

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Froxfield CE School, children join pre-school from the age of 2 and move to the Reception class in the September following their fourth birthday. The EYFS is important in its own right, and in preparing children for later learning. The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs and interests of young children and activity that provides opportunities for learning both outdoors and indoors.
- It provides a rich and stimulating environment.
- It enables children to make an effective transition from home to school.

The Early Years Foundation Stage is based upon four guiding themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children learn and develop in different ways

### A UNIQUE CHILD

At Froxfield CofE 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.

### Inclusion

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 experiences and interests when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that they can meet as many of the Early Learning Goals as possible.

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.
- Communicating regularly with parents and carers.

## **LEARNING AND DEVELOPMENT**

### **The Early Years Foundation Curriculum**

Our curriculum for the Early Years Foundation Stage builds on the children's own experiences which is then developed to reflect the areas of learning identified in the Early Learning Goals.

#### **The seven areas of learning are:**

Prime Areas:

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

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The curriculum also includes Religious Education and Worship. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the area of learning can be delivered in isolation from the others, they are equally important and depend upon each other to support a rounded approach to the development of each child.

### **Play**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice 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.

### **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 satisfaction as they take ownership of their learning.

### **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.



## **The Learning Environment**

The pre-school environment and Foundation Stage classroom are organized to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each space has defined learning areas, where children are able to find and locate equipment and resources independently. All spaces allow free-flow between the indoor and outdoor areas. 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.

## **Welfare**

It is essential that all children in the school are 'safe' and also feel 'safe'. We aim to educate children on boundaries and rules by helping 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 work hard to protect the physical and mental well-being of all children. (See Whole School Safeguarding and Child Protection policies)

At Froxfield CE School we ensure that we comply with the legal welfare requirements stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- promote the welfare 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 Early Years and to meet the needs of the children.

## **POSITIVE RELATIONSHIPS**

At Froxfield CE 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.

### **Parents as Partners**

- Parents are made to feel welcome and valued in their dealing with all members of staff. We recognise the role
- that parents have played, and their future role, in education the children. We do this through:
- The teacher visiting all the children in their Pre-school or Nursery setting prior to their starting school
- The children have the opportunity to spend time with their teacher at school during induction sessions
- Offering home visits are made at the beginning of the Autumn term by members of the Reception Class team
- Inviting all parents to an induction meeting during the term before their child starts school
- Offering parents regular opportunities to talk about their child's progress and encouraging parents to talk to
- the child's teacher if there are any concerns.



- Having flexible admission arrangements that enable children and parents to become secure, and by allowing
- time to discuss each child's circumstances
- Arranging a range of activities throughout the year that encourage collaborations between child, school and parents
- Newsletters, ParentMail and Class Dojo to inform parents of what's happening across the school and in their child's class
- The use of Class Dojo to share information around all aspects of children's learning and to enable quick and easy communication between parents and school staff.

## **OBSERVATION, ASSESSMENT and PLANNING**

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process. Staff make reflective observations and assessment of each child's achievements, interests and progress. The observations and assessments are used to identify priorities and plan the next stages in the learning experiences for the child. The observations are then matched to the early learning goals and may be recorded as part of the Early Years Foundation Stage Profile.

### **Formal Assessment Stages:**

Progress Check at Age Two – Between the age of 2 and 3 years a progress check is carried out and practitioners provide parents with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and the school SENCO.

On entry to Reception, our pupils are assessed using an online Government Reception Baseline Assessment (RBA) tasks (Literacy and Maths), alongside in-school observational assessments. Baseline observations are discussed, moderated, recorded and used to help staff understand children's achievements, interests and learning needs, inform planning and to predict future outcomes. It also aids the early identification of pupils with additional or special needs.

Assessment at the end of the EYFS – In the final term of the Reception school year the Early Years Profile is completed by the class teacher identifying a rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the Early Learning Goals by indicating whether children are meeting expected levels of development, or if they are not yet reaching expected levels. This is reported to parents in the children's annual school report.

### **Reporting**

At the end of the year, the class teacher will provide a written report on progress in each of the areas of learning. In addition, they will also report on the Characteristics of Effective Learning which are: Playing and Exploring, Active Learning and Creating and Thinking Critically.

### **Monitoring and review**

The Head Teacher will carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule