



Early Years Foundation Stage Policy

Approval Requirements	Full Governing Body
Approval/Ratification Date	May 2023
Review date	May 2026 (or sooner if advised/ legislation)
Signed – Headteacher	<i>Dhanecha</i>

"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 2021.*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, part time, for the first two weeks of the September term then full time.

The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

A Unique Child

At Park Way 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

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Park Way Primary School are treated fairly regardless of race, 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 EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the requirements of boys and girls, 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;
- Provide an enabling environment which is stimulating and allows the children to explore their ideas and to be challenged within a safe environment.
- Implementing a new curriculum, with the correct mix of adult directed, and uninterrupted continuous provision to ensure the best outcomes for our children.
- Ensuring all planning is flexible and responsive to the children's needs. Staff model areas and the use of different resources, in order for the children to feel confident and lead their own learning.
- A curriculum that is accessible inside and outside, being given equal importance in both learning areas.
- 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.

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)

Welfare

"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." *Statutory Framework for the Early Years Foundation Stage.*

At Park Way Primary 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 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 setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Park Way Primary School, 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. All staff involved with EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS, supported by the Teaching Assistants. Staff in the EYFS team meet with the pre-school settings to discuss current issues and ensure a smooth transition for September. Where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.

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:

- Talking to parents about their child before their child starts in our school.
- Ensure communication is key whilst their child is at Park-way.
- The children have the opportunity to spend several 'stay and play' sessions in the Foundation Unit during the Summer term before starting school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- There is a formal meeting for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each term.

Transitions

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and we establish effective partnerships with those

involved with the child at other settings, including previous nurseries or childminders. Children attend 'Play and Stay' sessions at Park Way to develop familiarity with the setting and staff members. They receive a small 'transition' booklet containing photos of the setting and staff. They also complete an 'All About Me' sheet or questionnaire to support staff to get to know each child when they first start.

In the final term in Reception, the Year 1 teachers will meet with the Early Years staff and discuss each child's development as measured against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Enabling Environments

At Park Way 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 during continuous provision.

We have enabled the environment this year to have a correct mix of adult directed, and uninterrupted continuous provision to ensure the best outcomes for our children. The components are sequenced to ensure that children build on their prior knowledge through carefully planned, adult led activities, as well as promoting sustained thinking following the children's own interests and ideas. Therefore, children meet the desired outcomes of Development Matters and the Early Learning Goals.

Observation, Assessment and Planning

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs and supports to challenge and further children's learning. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways, such as learning journeys and the 'Evidence me' app. Our observations are used to inform the Early Years Foundation Stage Profile. Within the final term of the EYFS year, we provide a written summary to parents, reporting their progress against the ELG's and development matters statements. The parents are given the opportunity to discuss these judgements with the teacher and both parents and children are encouraged to complete a feedback sheet.

Reception Baseline Assessment

The Reception Baseline Assessment is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within 6 weeks of each child starting school in Reception. If a child joins mid-year from another country or another school and did not take part in the Reception Baseline Assessment, then we will assess them within 6 weeks of starting with us at Park-way. The Reception Baseline Assessment is carried out by the class teachers using an online program, using an iPad or a laptop, one-to-one with each child. Once the Reception Baseline Assessment has taken place and it is inserted into the online program. It will provide a helpful snapshot of where each child is when they enter reception, so they can be supported in the most appropriate way. The main purpose of the Reception Baseline Assessment is to create a starting point to measure the progress schools make with their pupils. The data from the assessment will only be used by the Department for Education when each child has reached the end of year 6, to provide the baseline to measure the progress of each child's year group from Reception to Year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

The Learning Environment

The Foundation Unit is organised to allow children to explore and learn securely and safely. There are areas set up to support the children's learning and interests, which can be explored with an adult or child-led independently during continuous provision. The Foundation Unit has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. All areas are set up with resources accessible for the children to use both indoors and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Park Way Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Play

During continuous provision the children learn through play. They explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children 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.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. Therefore they have uninterrupted continuous provision to ensure the best outcomes for our children, where they can lead their own learning. As children develop their confidence they learn to make decisions for themselves and take more control over their learning. It provides children with a sense of satisfactions as they take ownership.

Creativity and Critical Thinking

Children should be given 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 ended questions. Children can access resources freely and lead their own learning indoors and outdoors.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Specific areas

4. Understanding of the World
5. Expressive Arts and Design
6. Mathematics
7. Literacy

Although none of these areas can be delivered in isolation from the others, in line with the new curriculum requirements, we will first ensure that children are secure in the Prime areas of learning before developing their skills in the Specific areas. We recognise that where a child of whatever age is secure in the Prime areas of learning we should develop their understanding in the Specific areas. All areas are delivered through a balance of adult led and continuous provision play activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the Foundation teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

REVIEW

Date Reviewed	April 2023
Reviewed By	HT
Next review	