

Eaves Primary School

‘Excellence in Everything’



Early Years Foundation Stage Policy

January 2024

Status	Non-Statutory
Responsible Governors' Committee	Governing Body
Responsible Person	Mrs H Jennings
Review Date	January 2025
Last Amended Date	January 2024

1. Curriculum statement - EYFS

Our Early Years Vision

Each child has a positive, meaningful and enriching start to their early years education. Children are equipped with skills and knowledge for life linked to social interaction, language development and metacognitive skills enabling learning across various disciplines. Children flourish in independence, with their sense of self, strength, determination and patterns of thinking. Their daily environment at Eaves Primary School will be nurturing, understanding and full of appropriate challenge.

Our Early Years Intentions

It is our intention to teach core knowledge within our Early Years Curriculum that will support the children to develop essential skills across the seven areas of development and of course beyond! Our high expectations will enable each child to develop emotionally, socially, physically, verbally and intellectually to achieve their full potential. Learning is structured for the range of children's starting points and there is unlimited opportunity for each child to make progress. Children are supported to build relationships, develop co-operation and appreciate each other. Children are always celebrated as individuals and they are supported to recognise their own strengths and achievements whilst developing their resilience to work towards individual goals. Children's preparation for adulthood is always in sight, we build on their firm foundations and every interaction, play experience is intentional.

Our Early Years Pedagogy

Through stimulating and motivating environments, accompanied by high quality play, and supported through thoughtful adult interactions we scaffold the children's experiences, so their knowledge and skills grow. Children have the opportunity to learn through their play, through exploration and through immersive experiences within a structured environment. Children are given the chance to revisit, to develop, to broaden and deepen their knowledge, skills and understanding across time. It is our utmost priority that children are kept safe, that they maintain physical and emotional health so that they can access their day as successfully as possible. Early learning experiences promote the children's sense of self and of place so that they formulate knowledge about their immediate world, building on current experience and of course immersing them in new. We equip the children with the skills and knowledge they need on their bespoke educational journey to develop their independent thought, resilience and problem-solving as we prepare them for their future years.

Our pedagogy is rooted in the Early Years Foundation Stage Principles:

A Unique Child - we recognise that every child is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - we recognise that children learn to be strong and independent from secure relationships.

Enabling environments - we recognise that children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. We know that children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and development - we recognise that children learn and develop at different rates.

Our learning environments are inviting and accessible to all to promote the children's curiosity and help them make links in their learning. The classrooms and outdoor areas are places where children can feel safe to explore, investigate and be challenged.

The seven areas of the Early Years Foundation Stage are promoted throughout continuous and enhanced provision and certainly through various adult-led activities. Throughout the year in Nursery and Reception, continuous provision is enhanced and developed to meet the ever-developing needs of the current cohort through adaptation to resources, ensuring the layers of challenge and support are relevant.

Effective planning consolidates, builds on and extends what children know and can do. It is vital to make learning relevant, stimulating, varied and progressive for all children. Children are observed across a variety of contexts in order to understand and consider their current knowledge, learning and developmental needs. Informed new and next steps can then be implemented for the children's learning and experiences. We plan for the Long Term and the Short Term, always remembering each Unique Child and factoring in time and space for self-initiated lines of enquiry. Long Term planning shows an overview of the knowledge, skills and experiences to be covered. Our Short Term Planning then brings this 'to life' through continuous provision experiences, play based learning with their peers and purposeful, specific interactions with Key Adults.

Observations are completed individually, in small groups, as part of class or through adult led or child-initiated play. This can be captured photographically or through written logs on Seesaw. Assessments are the decisions then made about the child's learning and development. The EYFS Profile is used as a summative assessment at the end of the Reception Year. It makes statements about the child's progress towards the Early Learning Goals.

Our Early Years Impact

The impact of being in the Early Years at Eaves Primary School is demonstrated in having happy, self-assured, sensitive yet confident children ready to transition into Year 1.

Practitioners measure children's achievement and progress throughout the year both in Nursery and Reception, making decisions based on Practitioner knowledge of each child and through the collation of significant moments gathered through observations on Seesaw.

2. Teaching and learning

Organisation

The curriculum we follow will ensure that over the course of each week children will access all areas of learning. Our plans for learning are based on the needs and interests of the children in our classes and around seasonal events. Planning within the Foundation Stage allows the children to explore key themes from our curriculum overviews. Weekly plans take on these themes and are also supported by the observations carried out on the children from the previous week. This enables children's interests, achievements and next steps to be addressed. We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the child's interests; this helps to keep the children engaged and allows them to take ownership of their learning.

Curriculum content

The Nursery, Pre-School and FS2 classes at Eaves follow the curriculum as outlined in the Educational Programmes of the Early Years Foundation Stage (*Statutory Framework for the Early Years Foundation Stage*).

- 3 prime areas of learning
- 4 specific areas of learning
- Characteristics of Learning

Prime Areas of Learning and Development

The three prime areas of learning underpin everything in the early years:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific Areas of Learning and Development

The four specific areas help children to strengthen and apply the prime areas:

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Characteristics of effective Learning:

Playing and exploring, which is about finding out and exploring, playing with what they know and being willing to 'have a go'.

Active Learning, which is about being involved and concentrating, persevering and enjoying achieving, what they set out to do.

Creating and thinking critically, which is about having their own ideas, making links and choosing ways to do things.

Health and safety

All safety measures are taken to ensure the safety of all children in the Foundation Stage. Locks are installed on the gates and doors. We follow Eaves 'Health and Safety' policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Within the Early Years, we have members of staff who are currently trained in Paediatric First Aid. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Our health and safety policy is available on our school website. All medicines are stored securely and approved by parents/carers before administration of any medicines. No hazardous substances are used within the setting.

Learning environment

At Eaves we recognise the learning environment plays a key role in supporting and extending the children's development. The nursery and reception classrooms, which incorporate the indoor and outdoor areas are well organised to allow children to explore and learn securely and safely. There are areas where the children can be active and can be quiet. The environments are arranged into learning areas where children are able to find and locate resources and equipment independently. Our learning environments operate a free flow system whereby the children can choose which area of the environment they would like to explore. This is around the adult led activities that take place throughout the day at various times.

Each routine and area of provision is carefully thought out and we are continually developing and reflecting on how to improve. We are committed to planning as it arises from the needs and interests of focus children, not specifically just from focus activities. Our planning focuses on the processes of learning, not end products. This approach to planning observes children's interests, development and characteristics as a learner and is enhanced by the contributions from the children's families. Continuous provision is offered every day so children can build their learning over time. The high quality of all of our continuous provision ensures that whichever choice a child makes, they will access a learning experience which offers access to a broad, balanced curriculum.

Planning and resources

Children regularly and safely use a wide range of appropriate practical and digital resources, texts and the outdoor environment. Teachers make links with outside agencies to borrow or source additional equipment where necessary. Resources are audited in line with development planning for EYFS and are well-organised and accessible.

3. Assessment and monitoring

When children begin Nursery or Pre-School, the class teacher meets the child and their family to share information that directly informs their baseline assessment. This is repeated when children move to our FS2 class with individual meetings for all children as well as meetings between FS2 and Nursery teachers. Each child's level of development is recorded against the seven areas of learning and using a 'best fit model'. These lead onto the child acquiring the early learning goal in each area.

Throughout the year the Nursery and Reception Teachers and Support Staff carry out observations of children. They record their observations and photographs on the child's journal on Seesaw (online learning journal), hand-written longer observations and small sticky note observations. These, along with pieces of work and creations the children have produced, contribute to the child's Learning Journey. Parents have access to their child's online learning journal all year round and are encouraged to add comments about their child's learning. Although adult led activities also offer insight into children's attainment by making sure the child has the opportunity to demonstrate their knowledge, it is the combination of evidence that is used as judgements for the EYFS profile. In the final term we write a report to parents. Along with a personal comment, this will state their progress against the Early Learning Goals and the child's Characteristics of Learning. Moderation takes place within Eaves Primary School and across schools within the St Helens area.

4. Equal Opportunities

We value the diversity of individuals within the school and tolerate a no discrimination philosophy. All children are treated fairly, regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn and we encourage all children to succeed and do their best. We aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all children. We encourage children to make their own choices and in giving reasons for decisions and actions. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others, therefore we praise and encourage as well as celebrate achievements that are made in school and at home.

5. Inclusion

To ensure inclusion, teachers use a range of strategies in line with the school's Special Educational Needs and Disability Policy. Those children who are recognised as having Special Educational Needs or a Disability (SEND) will follow similar programmes of study as their peers. However, the learning, if necessary, will be adapted to meet individual children's needs.

6. Role of the subject leader

The subject leader engages with sustained professional development and learning. The subject leader engages with the Early Years education community and shares outcomes with others.

The subject leader responsibilities are;

To ensure a high profile of the EYFS

To ensure a full range of relevant and effective resources are available to enhance and support learning.

To model teaching in EYFS.

To monitor Learning Journeys, alongside and as supported by other Senior Leaders.

To monitor planning and oversee the delivery of learning in EYFS.

To lead further EYFS improvement and development informed by effective key stage oversight.

To ensure the EYFS curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance learning.

To ensure the EYFS curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

To ensure that approaches are informed by, and in line with, current identified good practice and pedagogy.

To develop good relationships with all children, interacting positively with them and taking time to listen.

To model and support children in forming positive relationships and friendships with one another.

To ensure all members of staff have access to continued professional development to maintain and extend their specialist expertise.