



Early Years Foundation Stage Policy

'You have filled my heart with greater Joy'

Psalms 4:7

Headteacher: Jo Trahearn & Shelly Geeson

Ratified by: Jo Trahearn

Release Date: 24th Nov2024

Review Date: 1st Oct 2026

Expiry Date: 24rd Nov 2026

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception classes.

AIM

At Ashby CE Primary school we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

‘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.’

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

Children learn to be strong and independent through **positive relationships**

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

Children develop and learn in different ways and at different rates

PRINCIPLES INTO PRACTICE

As part of our practice we:

Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning

Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support

Work in partnership with parents and within the wider context

Plan challenging learning experiences, based on the individual child, informed by observation and assessment

Provide opportunities for children to engage in activities that are adult-initiated and child-initiated supported by the adult

Provide a secure and safe learning environment indoors and out

FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.

All the seven areas of learning and development are important and inter-connected.

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.

These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In the Early Years, we write medium term plans based on a series of topics each of which offers experiences in all seven areas. We also follow the children's interests where appropriate. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily Literacy session using the 'Read, Write Inc.' programme and a daily Mathematics session. The curriculum is delivered using a combination of whole class input, and also adult initiated and children initiated, continuous provision.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further. We also aim to engage the children in back and forth meaningful conversation.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

OBSERVATION & ASSESSMENT

As part of our daily practice we observe and assess children's development and learning to inform our future plans. Every member of staff is encouraged to contribute in assessment and regular discussions take place. All children take part in the statutory baseline in the first 6 weeks of starting school. From then, the children's achievements are tracked in Literacy and Mathematics. At the end of each term, the children's writing is assessed. These assessments inform their next steps of learning.

In the Autumn and Spring term, parents are invited to attend a parents evening and reports are written during the Summer term.

We provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are welcome to discuss the contents

of the report with their child's class teacher.

SAFETY

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury.

INCLUSION

We value all our children as individuals at Ashby CE Primary, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

PARENTS AS PARTNERS & THE WIDER CONTEXT

We strive to create and maintain partnership with parents and carers, as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

TRANSITIONS

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development 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.