East Stour

Primary School



Early Years & Foundation Stage Policy

Date of Issue	Next Review	Version	To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
Sept 22	Sept 25	1	Behaviour policy, Attendance Policy, Home School Agreement.			
Sept 24	Sept 26	2		Reception BAseline		

Sept 26	Sept 27	3				

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1: Introduction

"Every child deserves the best possible start in life and support that enables them to fulfill 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)

At East Stour primary school our curriculum seeks to provide quality and consistency, a secure foundation, partnership working and equality of opportunity. The Early Years Foundation Stage applies to children aged from three to five years and incorporates the Nursery and Reception classes. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at East Stour Primary School.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

2: Aims

At East Stour we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Nursery and Reception classes.

· A unique child

· Positive relationships
· Enabling environments
· Learning and Development

We aim to support each child's welfare, learning and development needs by;

· Recognising that all children are unique and special
· Understanding that children develop in individual ways and at varying rates
· Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them
· Fostering and nurturing children's self-confidence and self-esteem
· Teaching them to express and communicate their needs and feelings appropriately · Encouraging children's independence and decision making, supporting them to learn through their mistakes
· Developing children's understanding of social skills and the values of codes of behaviour required for people to work harmoniously
· Understanding the importance of play in children's learning and development · Provide learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn
· Providing experiences which build on the children's existing knowledge and Understanding in order to challenge, stimulate and extend learning and development
· Providing effective learning opportunities in a range of environments, inside and outside.

3: The Early Years Foundation Stage Framework

There are seven areas of Learning and Development which are interconnected. Three areas (prime) are crucial to develop lifelong learning and to help children form relationships.

- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a language rich environment that introduces new vocabulary. Effective interactions between children and adults are crucial in giving children the opportunity to thrive.
- Personal, Social and Emotional Development – children develop confidence and self esteem, learn how to manage feelings and respect others, learning to lead healthy and happy lives which is fundamental to their cognitive development.
- Physical development – Physical activity is vital in children's all round development enabling them to pursue happy, healthy and active lives. children have opportunities to develop their strength and coordination through both gross and fine motor activities.

The prime areas are strengthened and applied through four specific areas:

- Literacy – It is crucial that children develop a lifelong love of reading. This involves language comprehension and word reading. At East Stour this is delivered through regular exposure to a range of rich vocabulary texts and the read write Inc scheme. Through oral storytelling and shared writing opportunities children develop their composition and transcription skills.
- Mathematics – Developing a strong grounding in number is essential in developing the

necessary building blocks to excel mathematically. At East Stour the children develop a deep understanding of number through opportunities to develop counting and calculation skills to use numbers in everyday activities.

- Understanding the world – Children are guided to make sense of their physical world and their community. Children have opportunities to find out about people and communities, the environment and the past.
- Expressive arts and design – Development of artistic and cultural awareness supports their imagination and creativity. Children have access to a range of media and materials.

4: The characteristics of Learning:

At East Stour we reflect the varying ways and rates at which children learn in our provision through the characteristics of effective learning to support the child to become a motivated and effective learner. Children will **play and explore** and 'have a go' using all available resources; developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. Practitioners support the children in developing all of these characteristics through playing alongside children paired with in the moment teaching which scaffolds and supports their thoughts and ideas.

At East Stour we recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to provide a variety of skills and concepts.

At East Stour Primary school practitioners provide both structured and unstructured play opportunities inside and outside.

5. Assessment and Record Keeping

To ensure that we meet the individual needs of all our children we make regular observations of the children's interactions, interests, skills and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate, identifying children's interests, abilities, needs, play schemas and learning styles. These observations take place on a daily basis and are both formal and informal. Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. These observations inform achievements and gaps in learning which then informs future planning. Observations are recorded using Tapestry. Each Reception and Nursery staff are supplied with tablets that allow evidence to be collected through electronic post it notes and photos. These observations are then uploaded to a secure webpage which parents can access and add to. All practitioners are involved in observing children.

Teacher directed teaching is evidenced through work in Literacy and Maths books along with a Termly floor book for all other areas of learning. This will be evidenced via written work, photographs and pupil voice comments.

There is continuous monitoring and assessment of each child's development against the Development Matters objectives. Each child is assessed termly and parents will be updated at Parents Evenings in November and March alongside reports at the end of the year.

The Reception Baseline Assessment (RBA) is a statutory assessment. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school. The assessment is carried out within the first six weeks of a child attending a reception class. In addition to statutory assessment judgements made on children's development across the development stages are based upon practitioner's evidence of children's behaviour observed independently and consistently in their self initiated activities across all areas of learning.

6. Planning

At East Stour we use the Development Matters framework (2021) to inform our planning following the planning cycle of observe, assess, plan. In the moment planning enables the children to be led by their interests we call this the 'spark'. Practitioners will notice this and then approach the child to develop a teachable moment. At a later stage the observation is then documented. The environment is adapted to reflect the changing needs of the group, reflecting the children's interests. The environment is set up in learning areas, where children are able to find and locate resources. Throughout the year the children are involved in mini topics which are developed from observations of the children's interests. These are often linked to the seasons of the year, religious festivals drawing on the faiths reflected in each class and experiences that go beyond the classroom such as a trip to the local park, shops or woods. The short term planning is completed weekly, reflecting on the previous week's achievements. There are specific plans for Phonics and Maths and Physical development. There are additional teacher led activities which are identified on a weekly timetable for both the reception and nursery classes.

7. Parents as Partners:

The importance of parents as the primary educators of their children is valued and recognised. The information that they share with regards to their children helps to ensure a smooth transition between settings. Parents are encouraged to comment on their child's unique story report. As part of the transition process all parents are invited into school for a welcome meeting to find out how to support their child in school. At the start of the September term a home visit is carried out as a means of developing a secure and trusting relationship between parents and school. Parents are encouraged to share their views of their child's strengths and identify areas they would like the school to support. All parents are encouraged to share key milestones observed at home through the use of photographs, messages, comments on the online learning platform. During the year parents are encouraged into the classroom to celebrate their children's successes, joining the class for craft activities and watching performances.

8. Admissions and Transition:

East Stour follows the DFE guidelines for admissions to Primary school. A child is admitted to the Reception classes in the September after the child's fourth birthday. A child is admitted to the

nursery class in the term after their third birthday. Places in the nursery are allocated from an in school waiting list.

The transition process in both the nursery and the reception classes takes into account the need for each child to feel safe and secure and to develop positive relationships with the adults in the setting. In the nursery each child is allocated a key person who is the primary link between home and setting. The key person will support the child during their play and stay session prior to starting in class and will also visit the child at their home. Each child's settling-in needs is assessed on an individual basis. For some children it may be necessary for them to begin attending their nursery session for short periods of time building up to staying for the full session. In the reception class all children are invited to 'stay and play' sessions in the term prior to starting school. The class teacher and teaching assistant will visit each child at home prior to them starting school. Visits are made to previous nursery settings in the term before the child starts school to share information and build a profile of the child and their needs. When the children start school they spend the first week attending the morning session which is then built up to include lunch. All children attend school full time from the third week of the autumn term.

9. Equal Opportunities

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Children exceeding are related expectations and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

10. Additional Educational Needs

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) policy available at school.

11. Health and Safety

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. 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. Risk assessments are undertaken before after school activities take place and before we embark on

school outings. A full Health and Safety Policy is available in School.

12. Monitoring and Review.

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.