



Stamford Green Primary School

Early Years Foundation Stage - EYFS Policy

Agreed at (please indicate with a *):

Full Governing Body Meeting _____

Children and Learning Committee Meeting _____*

Resources Committee Meeting _____

Date: 24.11.22

Early Years Foundation Stage – EYFS

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Early Years Foundation Stage – EYFS Policy

1. Introduction

- a) Teaching at Stamford Green Primary School and Nursery is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart. The EYFS applies to children from birth to the end of the reception year. In our school nursery children can join us from the age of 2 (places permitting). In the Reception Year children start in September following their fourth birthday.

2. The EYFS Curriculum

- a) There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and interconnected. There are three Prime Areas which are crucial for igniting children's curiosity and enthusiasm for learning and for helping their capacity to learn. These are:
- i. communication and language
 - ii. physical development
 - iii. personal, social and emotional development

There are then four Specific Areas through which the three Prime Areas are strengthened and applied. These are:

- i. literacy
- ii. mathematics
- iii. understanding the world
- iv. expressive arts and design

- b) More information about these areas of learning can be found by downloading the statutory framework for the early years foundation stage available at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

At Stamford Green Primary School and Nursery, we believe children learn best when the following key principles are followed:

3. Key Principle 1: Children learn best when learning activities are well-planned, to ensure equality of opportunity, quality, consistency and progress in the short, medium and long term.

- a) In the learning environment there will be evidence of:
- i. progress in the children's learning specifically related to the areas of learning in the EYFS Framework;
 - ii. provision for individual needs, preferences and interests, and activities to support these in both the indoor and outdoor environments;
 - iii. focused activities to support, develop and extend children's learning at their own pace;
 - iv. appropriate adjustments made to support those children with SEND;
 - v. support and provision for children with English as an additional language, enabling them to access the EYFS curriculum; develop their knowledge of English; and to feel valued;
 - vi. monitoring and tracking of children's engagement across the curriculum to encourage and enable access to all areas of the curriculum as well as learning indoors and out.

- b) Teachers will ensure that:
- i. the children enjoy a wide range of different learning experiences that reflect their interests and the different ways that children learn;
 - ii. when planning activities, they focus on how children learn (playing and exploring, active learning, creating and thinking critically) as much as what they are learning;
 - iii. those learning experiences are planned around broad topics that provide a balance of the areas of learning and give opportunities for children to work towards the 17 Early Learning Goals;
 - iv. the development of strong communication and language skills will form a strong thread through all planned activities;
 - v. weekly plans provide details of indoor and outdoor purposeful play activities which are adapted and modified daily according to the children's interests;
 - vi. strong partnerships with parents and carers allow children's home learning and interests to filter into planning;
 - vii. the EYFS Profile is completed for each child leaving Reception and passed on to Year 1 teachers informing them of each child's stage of development and learning needs;
 - viii. a monitoring cycle is in place which supports the progress of individuals and groups of learners: Pupil Progress conversations and meetings; internal moderations; lesson observations; planning scrutiny; book scrutiny; learning journal checks; conversations with children and external moderations with local schools are some of the actions that are taken to ensure moderation of teachers' judgements.

4. Key Principle 2: Children learn best when teaching and learning activities engage and motivate them to learn, and when these activities foster their curiosity and enthusiasm for learning.

- a) In the learning environment there will be evidence of:
- i. a wide range of indoor and outdoor resources that stimulate children's play and encourage them to explore and investigate in a safe environment;
 - ii. children being given the freedom to instigate, direct and extend their own play;
 - iii. children enjoying and being engaged in their play;
 - iv. play-based activities that enthuse children so that they persevere when faced with tricky problems and are keen to learn more.

- b) Teachers will ensure that:
- i. they provide an enabling environment in which children's experiences fit their individual needs and there is a strong partnership between practitioners and parents and/or carers;
 - ii. they seek to spark interest in the world, joy of learning and curiosity in the activities they plan.
 - iii. interactions between children and adults in the setting effectively move children on in their learning and development.

5. Key Principle 3: Children learn best when quality, consistent assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, around their individual needs and interests.

- a) In the learning environment there will be evidence of:
- i. children being given opportunities to develop their own ideas, thoughts and opinions

- about their play activities;
- ii. activities being extended/modified according to what the children like/find challenging.

b) Teachers will ensure that:

- i. they make observations and assessments of children's significant achievements, interests and learning styles with key pieces to be kept in individual EYFS Discovery Folders where this is supportive to developing teachers' understanding of where a child is in their development.
- ii. in their interactions with children, adults act on day to day observations about children's progress, using these to inform in-the-moment adjustments to provision and future planning for learning.
- iii. at the end of Reception, the EYFS profile will be completed for each child assessing them against the 17 Early Learning Goals;
- iv. The EYFS Profile will form a baseline assessment for Year 1 teachers and is the basis for a dialogue between Reception and Year 1 teachers about each child's stage of development.

6. Key Principle 4: Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe and happy.

a) In the learning environment there will be evidence of:

- i. easily accessible resources allowing children to initiate their own play safely;
- ii. safe and easy access between classrooms and all outdoor areas.
- iii. a well planned space where there are clearly designated areas dedicated to particular activities as well as space that is used flexibly.

b) Teachers will make sure that:

- i. provision is made (space or partitioned area) for children who wish to relax, read quietly, play quietly;
- ii. the environment is equipped with appropriate furniture;
- iii. outdoor activities are planned on a daily/weekly basis in line with the rest of the continuous provision;
- iv. at least one person who has a current first aid certificate will be on the premises at all times when children are present;
- v. risks have been assessed carefully before carrying out any practical activities or trips;
- vi. The school is fully compliant with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012.

7. Key Principle 5: Children learn best when there are strong links between home and school, and the importance of parental partnership in their children's learning is recognised, valued and developed.

a) There will be evidence in the learning environment of:

- i. parents and carers sharing in and valuing the learning that their child has done at school;
- ii. children's home learning being valued.

b) Teachers will ensure that:

- i. ensure parents are informed about school events and relevant topics through regular

- newsletters, letters, twitter, notice boards and the school website;
- ii. parents and carers are encouraged to come to Class Open Time, school events and share their knowledge and expertise with the children;
 - iii. they (the teacher) will be available to meet parents and exchange information as needed;
 - iv. Where, for any reason, there are barriers to communication (for example where English is not a family's first language; a family does not access weekly news emails or tweets; or other social or health barriers) the teacher will actively seek to find a communication channel that ensures the family feels welcome, informed and a part of the school community.

9. The EYFS Principles

The EYFS is based upon four principles:

- a) A Unique Child
- b) Positive Relationships
- c) Enabling Environments
- d) Learning and Development

10. A Unique Child

- a) We celebrate the uniqueness of each child by providing personalised learning opportunities and through working closely with families and professionals from other settings who have knowledge of the child. In our school every child matters.
- b) Our skilled professionals understand the process involved in children's growth, development and learning. The curriculum and the opportunities we offer are designed to help children develop a positive sense of their own identity and culture. We recognise that children learn in different ways and at different rates and we accommodate this in the provision we offer.

11. Positive Relationships

- a) We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and carers.
- b) 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 and carers have played, and will continue to play in educating their children.
 - i. Contact is made with each child's nursery setting before they start school or nursery;
 - ii. We ask parents to share information about their child before their child starts in our school;
 - iii. All children have a 1:1 visit with their teacher in the days before they begin school or nursery in order to begin to form a positive relationship from the earliest moment.
 - iv. We give children an opportunity to spend time with their teacher and other children before starting school through story and play visits at the school;
 - v. We offer a gradual, well supported admission to the Early Years. This allows children to be introduced to the routines of the school at a pace that they are comfortable with and gives the staff the time to sufficiently support children into a new environment, with an understanding that some learners may require more comforting and socialising as they

approach more directed learning situations than they may have experienced before. Therefore the staggered intake of new children takes place over the course of the first 2 weeks of the September term.

- vi. We invite parents and carers to an induction meeting during the term before their child starts school;
- vii. We invite parents to a "Welcome" meeting during the first 6 weeks of their child starting school;
- viii. We hold the first Parents/Carers/Teacher Consultations(PCTCs) within the second half of the first term after their child has started school to discuss transition and their child's learning at home and school;
- ix. We offer parents regular formal and informal opportunities to talk about their child's development;
- x. We hold Class Open Time where parents can come into the classroom to look at their child's work and learning environment alongside their child;
- xi. Golden books are sent home termly for parents to look at and comment on;
- xii. We have termly meetings (PCTCs) for teachers to discuss individual children's progress with parents/carers.

12. Enabling Environments

- a) At Stamford Green Primary School we recognise that the physical and human environment plays a key role in supporting and extending the children's development.
- b) We observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend their children's learning.

13. Learning and Development

- a) We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.
- b) Through our teaching and learning we ensure that children feel secure at school and develop a sense of wellbeing and achievement. Our practitioners understand how children develop and learn, and consider this when they plan teaching opportunities.
- c) We offer children first hand experiences, give clear explanations, make appropriate interventions and extend and develop play. Our carefully planned curriculum helps children work towards the 17 Early Learning Goals throughout EYFS.
- d) We enable children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Communication and language are at the centre of learning. Children are supported to develop independence and to self regulate in order that they are ready for learning.
- e) Learning is supported by appropriate and accessible indoor and outdoor space, facilities and equipment. We identify progress and future learning needs of children through observations, sharing information with parents.

14. The three characteristics of effective teaching and learning in the Early Years are:

- a) Playing and Exploring

- i. Children's play reflects their wide ranging and varied interests and preoccupations. We believe that, through play, children achieve their highest learning potential. Play with peers is important for a child's development.
- ii. Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise 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 express fears or relive anxious experiences in controlled and safe situations.

b) Active Learning

- i. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
- ii. Active learning occurs when children are motivated and interested. We give children a degree of independence and control over their learning. As they develop their confidence they learn to make decisions and this provides children with a sense of satisfaction as they take ownership of their learning.

c) Creativity and Thinking Critically

- i. When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.
- ii. We give children opportunities to be creative in all areas of learning. Adults support children's thinking, encouraging them to communicate their ideas and helping them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions.

15. Observation, Assessment and Planning

- a) Planning is based on each child's ongoing formative assessment. We also have long, medium and short term plans to ensure coverage is equitable but the application of these is adjusted according to the needs of individuals and the class.
- b) Assessment in the EYFS takes the form of observation by adults while children play or undertake tasks and activities. This involves all adults working with the child. These observations are used to inform daily planning and termly summative judgements against age-related expectations which are recorded using OTrack. This in turn informs each child's EYFS Profile.
- c) At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum.
- d) The teachers will record each child's level of development against the 17 ELGs in the second part of the summer term.

- e) A written summary of these judgements is provided for parents. We also discuss these judgements at the summer term Parents/Carers/Teacher consultations.

16. The Learning Environment

- a) Our learning environments are organised to enthuse children to explore and learn securely and safely.
- b) The classroom is arranged into learning areas, where children are able to find and locate equipment and resources independently.
- c) Our classrooms all access a large outdoor space which allows children to access gross motor activities; forest and mud play; sand and water; sensory activities; large-scale construction and art; as well as role play and a range of facilities designed to support learning across the full EYFS curriculum.
- d) Children have the opportunity to move freely between all environments. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- e) Children in both Nursery and Reception make regular use of the extensive school grounds including for forest activities and large-scale play.

17. The Wider Context

- a) We work closely with outside agencies to support children's development. Where appropriate we involve health and social care professionals, family support worker and other members of the local community. We actively promote our school's values.