



## Early Years Foundation Stage Policy

<b>Agreed by Local Governing Body</b>	October 2021
<b>Review frequency</b>	Annual
<b>Next scheduled review date</b>	October 2022

## Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Nursery has an admission number of 45 children, with a maximum of 30 in each session. Children attend either 5 full days (30 hours) or 2.5 days (15hours). Children are admitted to Nursery in the September after their third birthday. Reception children join us at the beginning of the school year through a short staggered intake.

At Stoughton Infant School we follow the EYFS Early framework (2021). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

## EYFS learning and development requirements

Our curriculum encompasses seven areas of learning. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Throughout their time in early years our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs)

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. 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. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs. Weaving throughout the EYFS curriculum at Stoughton are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

## **Inclusion**

We value all our children as individuals at Stoughton Infants School and Nursery, 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 support them at their own pace so that most of our children work at the expected level. 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.

## **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, all supporting them in developing these important life skills. We have stringent policies, procedures and documents in place to ensure children's safety. (See Whole School Safeguarding Policy)

## **Parents as Partners**

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:

- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress through each child's Tapestry Online Learning Journey.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Day etc;
- Offering monthly showing days, where parents are invited in to look at their children's work.

## **Transition**

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 Nursery and Reception to develop familiarity with the setting and practitioners.

## Observation and Assessment

At Stoughton Infant School and Nursery, we use the Reception Baseline Assessment (RBA) to assess the Reception children during their first half term. All pupils should be assessed within the first six weeks of joining reception, regardless of when they join the class, unless they have been assessed previously. As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are added to their Tapestry learning journal, which are shared with parents. There are three Parent Consultations, one each term, to discuss children's progress and targets, along with a full report at the end of the school year.

The Reception end of year report is based on their development against each of the Early Learning Goals and the Characteristics of Effective Learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

## The Learning Environment

At Stoughton Infant School and Nursery we recognise that the environment plays a key role in supporting and extending the children's development. Our classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas; children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area and this has a positive effect on the children's development. Being outdoors offers the possibility of doing things in different ways and on different scales than when indoors. It gives the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that helps them to develop in all seven areas of learning.

## Monitoring and review

It is the responsibility of the EYFS teacher and leader to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Senior Management Team will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

## This policy links to our policies on:

- Teaching and Learning
- Feedback
- Curriculum Overviews
- SEND
- PHSE (RSE)
- Equal Opportunities