



Barn Croft Primary School

Early Years Foundation Stage Policy

2022-2025 (unless any significant changes)

Contents

1. Aims
2. Legislation
3. Structure of the EYFS
4. Welfare
5. Enabling environment
5. Curriculum
6. Assessment
7. Working with parents
8. Safeguarding and welfare procedures
9. Monitoring arrangements

EYFS Policy

“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. 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 Setting the standards for learning, development and care for children from birth to five DFE 2021

“Language is the foundation of children’s thinking and learning. Early language is at the heart of a broad curriculum” Development Matters September 2020, revised July 2021.

1. Aims

At Barn Croft Primary School we seek to provide:

- quality and consistency so that every child makes good progress and no child gets left behind.
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- partnership working between practitioners and with parents and/or carers.
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children.
- the early learning goals that we must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- assessment arrangements for measuring progress.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Structure of the EYFS

At Barn Croft Primary School the EYFS consists of one reception class and nursery unit, where children can attend for full days, 5 mornings or 5 afternoons. Our continuous provision is always in mixed age groups.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

At Barn Croft Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim is to build strong foundations rooted in all the areas of the EYFS framework, so that ultimately our pupils can be successful, go on to be active citizens of society and happy, curious life-long learners.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other.

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The EYFS classrooms are 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 classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently.

The EYFS classrooms have access to the outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on

different scales than when indoors. It offers 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, which help the children to develop in all 7 areas of learning.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. We believe that play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

4.1 Planning

Teachers plan activities and experiences for children that enable children to develop and learn effectively. All the staffs working with the youngest children are expected to focus strongly on the 3 prime areas.

Staffs also takes into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

At Barn Croft 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 inter connected.

The three characteristics of effective teaching and learning are:

- 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.

Teaching and Learning

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-regulation;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our academy;

Playing and exploring

Through play our children explore and develop learning experiences, which help them 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 re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

“When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters September 2020, revised July 2021.

5. Enabling Environments

At Barn Croft Primary School, we recognise that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning. “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.”

Statutory Framework for Early Years Foundation Stage 2021.

6. Assessment

The main EYFS assessment method is through practitioners’ high quality interactions and observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. High quality interactions take place on a daily basis (both formally and informally). Practitioners make time to carry out planned interactions with individuals and groups of children regularly, where developing early communication and language skills is key. They also make spontaneous observations in order to capture significant moments of children’s learning. All practitioners are involved in high quality interactions with children and use these to support their developing knowledge of individual children. Some observations are recorded in children’s individual on the online observation and assessment tool Tapestry.

Our EYFS Curriculum at Barn Croft Primary School provides a long term plan to follow, by ensuring that the educational programmes within the 7 areas of learning are covered throughout the academic year. Medium term planning is created and takes into account the individual children’s interests, learning and developmental needs.

At Barn Croft Primary School, we use the Practitioners knowledge of the children’s abilities and some formative assessments to make judgements about each child’s level of development.

At the end of the summer term, we then assess each child’s level of development against the 17 Early Learning Goals.

“The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

” Statutory Framework for Early Years Foundation Stage 2021.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals and indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). This is the EYFS Profile. We use the ELGs to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

We give a reasonable opportunity for the parents to discuss these judgements with the teacher. The parents of nursery children receive a general report which gives a comment about how the child is engaging with each provision area within the nursery.

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. Assessment of children with SEND

If a child is not making the expected progress then the teacher will, over time, make observations, talk to parents and the SENDCo (special educational needs coordinator) to assess whether the child has an additional need. We always focus on the progress a child is making whilst balancing this with ensuring that timely interventions and support are put in place for the child. Through this process of the school working closely with the parents any additional needs can be identified. The child may receive additional support in which case they will be placed on the SEND Register to indicate they are receiving extra support and in a minority of cases the school may apply for an Educational Health Care Plan which may have some additional funding attached to it so that the child can be further supported.

8. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through parents evening and Tapestry observations.

9. Safeguarding and welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Barn Croft Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. We endeavour to meet all these requirements.

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

10. Monitoring arrangements

This policy will be reviewed and approved by the Head Teacher every 5 years unless government makes any significant changes in which case we will amend this policy before 2025.