



LONG SUTTON COUNTY PRIMARY SCHOOL EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Introduction

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage taught in the Nursery and Reception classes at Long Sutton County Primary School.

“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
Department for Children, Schools and Families March 2014

We believe the Early Years Foundation Stage should enable children to learn through building strong, positive relationships with others in an environment that enables them to learn and develop to the best of their ability irrespective of ethnicity, culture, religion, background or disability. Skills developed through the EYFS are applicable to everyday life and will enable the children to continue to learn and grow to their full potential

This policy relates to children in the Early Years Foundation Stage and follows the curriculum as outlined in the [Statutory framework for the Early Years Foundation Stage \(Sept 2014\)](#) and [Development Matters in the Early Years Foundation Stage \(2012\)](#). This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Our Aims

- To give every child a happy, positive start to their school life.
- To provide a balanced curriculum, across the seven areas of learning.
- To provide learning and understanding through play, with both adult-initiated and child-initiated activities.
- To have high expectations of all children and plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- To help children to build strong, secure relationships through the development of social skills and to encourage independence within a loving, and friendly atmosphere.
- To provide a secure and safe learning environment indoors and out.
- Promote equality of opportunity and anti-discriminatory practice and early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.

Curriculum Entitlement

The EYFS framework is based upon 3 themes:

- **A Unique Child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.

- **Enabling Environment** - 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 carers.

These three themes combine to create seven areas of learning and development. All seven areas are seen as important and interconnected but three areas are seen as particularly crucial for igniting children's curiosity and enthusiasm for learning and are called the prime areas.

The prime areas are;

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Self care
- **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

The specific areas are;

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

The EYFS Framework also includes the characteristics of effective teaching and learning. We plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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.

We believe children learn best from activities and experience that interest and inspire them. Using the children's interests as a starting point, we provide them with stimulating, active play experiences in which they can explore and develop their understanding of the seven areas of learning and development. Children have opportunities, through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and work at their own level and pace. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Adults take an active role in child initiated play through observing, modelling, facilitating and extending the children's play.

We plan and create a balance of adult-led and child-initiated activities across the day with opportunities for interactions between the adult and child. This allows the adult to challenge and extend the understanding and therefore guide new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

Each day follow a visual timetable with set routines in place and this allows time each day for the children come together and be taught in the more traditional sense, gathered together on the carpet as a class. At these times we focus on our topic work, maths, literacy, phonics, and stories.

These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc...

Special Educational Needs

All children are entitled to access the Early Years Foundation Stage at a level appropriate to their needs. Thus, differentiated activities, experiences and support are provided to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Intimate Care

“Intimate” care is any care which involves washing, touching or helping with a procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins our Early Years Foundation Stage.

Assessment and Recording

Assessment is an essential part of the learning and development of children in the EYFS. Practitioners make observations of the children to understand their level of achievement, interests and learning styles, and use it to shape their learning experiences. To ensure we have evidence of a child’s progress in the EYFS we use a range of strategies which come together in their individual Profiles. Profiles include examples of children’s work, photos and observations which create a detailed picture of the child. This evidence is used to inform future planning to ensure all the children’s individual needs are met. Staff use iPads to capture and note observations. Profiles are shared and discussed with parents at parents evening or on request and go home with children at the end of Reception.

On entry to the EYFS we carry out baseline assessments for each child. In Nursery this includes simple observations of the children’s ability in the Prime Areas through their play. In Reception we use National Baseline strategies alongside our own observations to assess children in the Prime area and Literacy and Maths. Throughout the Early Years children’s development is assessed across the seven areas of learning, to monitor and check children’s progress. At the end of Reception the class teacher is required to make comments on the children’s characteristics of play and assess each child against the 17 Early Learning Goals (ELG) as either ‘emerging’, ‘expected’ or ‘exceeding’. This information is communicated to parents and carers in the Reception child’s end of year report and is given to the staff in Year One.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

Review – May 2019

S Emery
Early Years Foundation Stage Leader