



## Early Years Foundation Stage 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)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. We call this the Reception class.

The EYFS is based upon four principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- 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/or carers;
- **Children develop and learn in different ways and at different rates.**

### A Unique Child

At Nether Kellet CP School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

## Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Nether Kellet CP School are treated fairly regardless of race, religion or abilities.

All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

At Nether Kellet CP 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. 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.

### **Positive Relationships**

At Nether Kellet CP School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### Parents as Partners

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 have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child and their routines within the school before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during the weekly play sessions we offer from May to July.
- 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 in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal and informal meetings for parents each term at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open days, Special assemblies, Sports Day etc;
- informing them of the topic being studied, so that they can contribute with items, information and expertise;
- encouraging parents to contribute to their child's EYFS profile, by sharing any achievements and interests from home.
- ensuring that the children only leave school with a parent or another nominated adult (which must be previously arranged).
- encouraging parents to contribute observations in the home/school link book

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS.

The school offers 6 free weekly play/ pre-school sessions for children who are due to start school in the following September.

We have excellent links with a number of local pre-schools and parents who visit our school are informed of these close links.

### Enabling Environments

At Nether Kellet CP School we recognize that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

### Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. Observations are undertaken by Early Years staff. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals)

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give an opportunity for the parents to discuss these judgements with the EYFS teacher.

### The Learning Environment

The EYFS 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, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed 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 allows the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all prime and specific areas of learning.

### Learning and Development

At Nether Kellet CP School 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.

## Teaching and Learning Style

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 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-management;
- 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 school;

*“Children learn by leading their own play, and by taking part in play which is guided by adults.”*  
(Early Years Foundation Stage)

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

*“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.”*

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

*“When children have opportunities to play 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.”* (Statutory Framework for Early Years Foundation Stage)

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.

#### Areas of Learning

The EYFS is made up of three *prime* areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

And

*four 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.

#### Monitoring and review

It is the responsibility of the EYFS teacher 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 Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

## Admission Procedure

In order to make the transition from home to school as smooth as possible for the child, the parent and the teacher, arrangements are considered in the following ways:

1. Initial contact with parents
2. Pre admission
3. The Admission Procedure.

### Initial contact with Parents

Any parents who show an interest in their child attending Nether Kellet School are invited to look round the school and meet the Head teacher and staff. They are signposted to the website and have an informal chat with the Head teacher about the school and its aims.

They are given ample time to raise any issues that are of concern to them.

Young children attending with their parents are always invited into the EYFS area to familiarise themselves with the environment and activities.

New parents are informed of the close links the school has with the local pre-schools and all parents are invited to attend events at school such as Sports Day and the Summer Fair, in order that they have opportunities to meet the staff and children again and other parents.

### Pre-Admission

Once school places have been allocated, successful families will be contacted to invite them to 6 pre-school sessions. This will usually be done via email. The first 2 sessions, parents are invited to attend with their children and then we ask that they be left for the next 4. These usually take place from May-July and can vary depending on half terms and bank holidays. These visits provide the children with an opportunity to become familiar with the teacher, school staff and other children.

Parents are invited to a meeting at school during an evening in the summer term and are given a talk by the Headteacher and EYFS teachers about school life in general and life as a new entrant to school in particular. They are also given a pack which clearly lays out this information and gives further detail on how parents and children can enjoy learning together at home in preparation for school.

### Admission Procedure

Starting school is very important for both parents and children and we try to recognise this in our arrangements.

Starting arrangements are flexible, depending on group size, individual children and the timings of the start date in September.

On their first morning, children will attend from 9:15-11:30am.

The following 2 days, children will stay for lunch if their parents are attending with them or go home at 11:45 if they are not. The following day will be the alternate children.

On the fourth day, children will stay for lunch without parents and be picked up at 1:30pm.

After this they are usually eager to stay all day.

Much of what is written in our other school policies is relevant and this policy should therefore be read in conjunction with:

- The School Website
- Reporting to Parents
- S.E.N Policy & Information Report
- Health & Safety
- Equal Opportunities
- All Curriculum Policies
- Parental Involvement
- Assessment
- Record Keeping

Signed

Wendy Keates & Sophie Laycock  
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