

Terling C of E (Aided) Primary School



Early Years Foundation Stage Policy

Flourish and Shine in all that we do
"Those who are wise will shine like the brightness of heavens"
Daniel 12:3

APPROVED: *October 2020*
RATIFIED: *October 2020*
REVIEW: *October 2021*

Early Years Foundation Stage Policy

'Flourish and shine in all that we do' and the gifts of **courage, trust, respect and truthfulness** are the values of Terling Church of England Primary School. We aim to weave these through our EYFS curriculum.

'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 Education, 2017***

At Terling Church of England Primary School we are dedicated to providing a high quality Early Years Foundation stage (EYFS) education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the standards set in the Statutory Framework for the Early Years Foundation Stage. (EYFS Statutory Framework 2017)

Purposes

These purposes relate to the four guiding EYFS themes and principles (EYFS Statutory Framework 2017 and the Every Child Matters Agenda 2003)

1. **Unique Child** – Value and respect each child as a unique child, who is constantly learning and can be resilient, capable, confident and self-assured'.
2. **Positive Relationships** - Promote and develop positive relationships through which children learn to be strong and independent
3. **Enabling Environments** - Provide a safe, stimulating, challenging indoor and outdoor environment, which responds to the needs of all children, allowing them to explore and take risks.
4. **Learning and Development** - Recognise that children learn and develop in different ways and at different rates and provide effective learning opportunities to support each child at each stage of development
5. **Characteristics of Effective Learning** - Foster children's curiosity, motivation and thinking; and inspire a love of learning and a thirst for knowledge which will remain with our children throughout their lives.

Unique Child

At Terling Church of England Primary School we are aware of the unique needs of each child and with the support of families we are able to cater for individuals as soon as they

start school. We regularly observe levels of well-being and involvement levels and use these to ensure each child's needs are met. Safeguarding all aspects of our children's development is a priority. All staff follow our school safeguarding policy and procedures rigorously to ensure children are kept safe.

We are committed to promoting positive attitudes towards inclusion, diversity and difference. We are successful in supporting each child's needs by seeking to:

- welcome all children and families from all backgrounds and with all needs to our school
- develop strategies which ensure barriers are removed so all children and families can access all aspects of school life
- ensure smooth and well supported transitions for all children and families with needs
- be alert to the early signs of additional needs and introduce strategies to enable all children access to the curriculum, involving other agencies as required
- ensure all children are stretched and challenged

Positive Relationships

Transitions are carefully planned so that children and families develop strong positive relationships with our staff. Adults have a positive approach to managing behaviour and their sensitive interactions enable children to learn how to make the right behaviour choices.

We strongly believe that parental involvement in children's education is vital for children to allow them to achieve the best outcomes. We have developed many strategies to encourage two-way communication between staff and parents and carers. These strategies include: home visits, performances and parent consultation meetings, curriculum workshops and open classrooms every other Tuesday afterschool. Parents and carers are encouraged to access and contribute to children's learning journeys. We also communicate with families our web pages and letters home.

All EYFS children are encouraged to share reading books at home with parents and to actively use Tapestry, an online portal for sharing learning.

Enabling Environment

Young children need to learn within a rich, stimulating indoor and outdoor learning environment. Our children access a wide range of learning opportunities independently. This organisation supports the development of Characteristics of Effective Learning, such as inquisitiveness and problem solving skills. It also supports the development of communication and language. Children make exciting discoveries and explore how resources can be used and adapted. Children explore the curriculum through both real and imagined contexts. Children are supported to think creatively and imaginatively.

The outdoor environment is particularly important for children of this age. The outdoors provides access to a different style of learning. Children have opportunities to engage in activities on a larger scale, use their body and voice in a different way and appreciate the natural world. The outdoor presents opportunities for exploring risk and challenge, with children being taught to develop awareness of potential danger and how to keep safe.

Learning and Development

The Early Years Foundation Stage Framework identifies seven **Areas of Learning and Development** and covers all aspects of knowledge, skills and understanding across the

curriculum.

There are three **Prime Areas**:

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

Building on these fundamental areas of development are four **Specific Areas**:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Our provision and planning is focused in children's current needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

The Characteristics of Effective Learning

At Terling Church of England Primary, we consider the importance of 'how' children learn as well as 'what' children learn. The **Characteristics of Effective Learning** give children the tools they require to learn at the highest level. They ensure children develop as confident and capable learners. These effective learning behaviours are categorised under the following heading:

- **Playing and exploring (curiosity)**
- **Active learning (motivation)**
- **Creating and thinking critically (thinking)**

Teaching and Learning

The adults play a key role in supporting learning through both adult-led and child-initiated learning contexts. Although we believe that a structured approach is effective for teaching children phonics, reading, writing and maths, we know that children need to consolidate focused learning through play and daily routines.

We appreciate that children can learn at their highest level when pursuing their own interests. Therefore, we also offer children opportunities to lead their own learning and consolidate key skills through play-based contexts. They are given time to explore, investigate, think, follow their own ideas, interact and reflect. We find during these times that children's well-being and involvement levels are high and throughout the EYFS children demonstrate increasing ability to be self-regulate their behaviour and learning.

Home learning

Autumn Term

In the autumn term, parents are expected to read the Read Write Inc materials with their child daily and to share a book at least three times a week. Sharing a book could involve reading to your child and or hearing them read their school book

As children progress through the Read Write Inc phonics scheme, they will move onto reading an appropriate 'ditty book' which should be read with your child daily. The 'ditty book' stays the same for the whole week to support the child's development of reading fluency.

Children will be given a half termly home learning resource which covers all of the areas of learning. Children are expected to work with their parents to complete the tasks over the half term. Children share their learning with their peers at the end of the half term.

Observation, Assessment and Planning

Observations of children's learning and development are captured by all adults working with the children. Observational evidence is gathered in the form of notes, photos and video. Some assessment information, such as mark making, writing and Maths, is gathered in books. The school uses the DfE baseline assessment materials to provide an on-entry assessment. This is supplemented with our own observations and assessment focused on children's phonological awareness. The information provides an ongoing record of achievement and shows progress across the child's time in Reception.

Assessment will be tracked using Early Years Outcomes ages and stages. These assessments provide an overview of children's attainment at four points throughout the year (On entry, autumn, spring and summer) providing the teacher with information to ensure planning is well-focused and well-pitched. This information is closely monitored to ensure that all children are making at least good progress from their baseline assessment at the beginning of the autumn term.

At the end of the EYFS phase all the gathered information will enable Reception teachers to assess each child's attainment against the 17 Early Learning Goals (as described in the EYFS Profile) to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support learning in the EYFS. We also arrange trips for children in the EYFS within the local community, for example visiting the church, shop or ford. The children take part in educational visits linked to their topic work for example Hyde Hall gardens.