

Walton CEVC Primary School

“Every Child, Every Chance, Every Day”

Early Years Foundation Stage Policy

September 2023



Approved by the Governing Body of Walton CEVC Primary School

Chair of Governors.....

Date.....

Date of Future Review- September 2025

As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges.

Introduction

Children should be given the opportunity to experience the best possible start to their education to develop solid foundations which will ensure that they flourish throughout their school years and on into adulthood. At Walton CEVC we strongly believe that by giving children a range of opportunities to experience, explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their skills, they will become immersed within their learning whether that is teacher led or child initiated.

Aims of the Early Years Foundation Stage

In EYFS we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions that differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

Safeguarding and Welfare Procedures.

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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

The Early Years Foundation Stage framework

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

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> .

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

Active Learning through Play

We organise the day to provide a balance between the following:-

- Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities- practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities – Children engage in planned activities to meet specific learning outcomes.

At Walton CEVC Primary we understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. It can provide multiple ways for children to learn a variety of different skills and concepts. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework.

Assessment

At Walton CEVC Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021), this can be shared with parents if requested. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

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.

Planning

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year.

Medium term planning is created and takes into account the individual children's learning and developmental needs.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child-initiated activities indoors and outdoors. Depending on numbers, our Early Years children can be entering a teaching environment that includes Year 1. Our current curriculum is planned over a two year rolling programme and provides a whole environment approach from which early years' children will gather learning experiences. However, this planning is done loosely to ensure children's interest are being followed and therefore the planning has fluidity at all times.

Parents as Partners

Key to ensure high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Walton CEVC Primary School, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children attend. At Walton CEVC

Primary School we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning through assemblies, SPLAT (stay and Play), books
- Through the use of Tapestry, an online learning journal which parents can access at home
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities alongside regular parent evenings.

Admissions and Induction

Walton Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old. The Early Years Teacher will go to visit the children in their current pre-school settings where possible. The aim of these visits is to support the teacher to develop their knowledge and understanding of each child in order to make the transition period to Walton Primary School as smooth as possible.

In the summer term parents are invited into school to meet the teacher and attend an information evening meeting. During this meeting information regarding the induction process and what goes on in the school is shared. There is also time for informal chat and parents' questions. Information packs will be distributed to parents at this meeting, detailing school routines and expectations, induction packs for children to complete with parents will also be given out as another way to support practitioners' knowledge and understanding of each individual child.

The children will also be offered 'come and play' sessions during the summer term. The purpose of these initial visits is for the children to meet their new Teacher and Learning Support Assistant and start to become familiar with the setting environment.

The Reception Teacher and Teaching Assistant will also make Home Visits in the Summer term to meet the parents and child in their home setting.

From September children attend the school part-time for one week only. Then they all start full-time. There may be individual cases where both the staff and parents feel it would benefit the child to remain part-time for a little longer. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

Monitoring and Review

We have a named EYFS Governor who will visit the class at least termly and meet regularly with the EYFS Co-ordinator, who will also report at least annually to the full Governing Body on aspects of EYFS. We are aware of the need to monitor the Early Years Foundation Stage Policy, and the Governing Body will review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

We will therefore review this policy every two years or earlier if appropriate.

Reviewed: September 2023

Next Review Date: September 2025