

Early Years Foundation Stage (EYFS) Policy

September 2021

Intent

The intent of our Early Years education at Princefield is to provide a creative, inspiring and challenging curriculum which will enable all children in our setting to achieve their potential and develop a life long love of learning.

At Princefield we aim to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

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

Implementation

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Princefield, most children start Nursery the term after their third birthday and complete the foundation stage at the end of the Reception year. These years lay the foundations for the following Key Stages.

At Princefield, we have an intake policy for both the Nursery and Foundation classes, which is in line with recommendations made by Staffordshire County Council. Some children attend other settings and start at Princefield in Reception.

In Nursery we offer flexible sessions using the 15 or 30 hours government funding and the option to pay for extra top-up sessions. Our Nursery is led by a qualified teacher.

We have two Reception classes.

Curriculum

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 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

In planning and guiding what children learn we also reflect on the different rates at which children are developing and the characteristics of effective teaching and learning which 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

Planning for learning and development

The four overarching principles that guide our practice are:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

A Unique Child

'Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.'

Statutory Framework for the Early Years Foundation Stage

We value the diversity of individuals within school, all children are treated fairly. We aim to give the children equality of opportunity and for them to develop a full range of learning skills by stretching and challenging them, whether they attend on a part-time or full-time basis. We promote positive attitudes to diversity and difference, so children can, from an early age, value diversity in others and make a positive contribution to society. We aim to set realistic and challenging expectations by planning to meet the needs of boys and girls, children with special educational needs, children with disabilities, children from all social and cultural backgrounds and children from different ethnic groups and linguistic backgrounds.

As a school, we recognise the importance of early identification of children who may have special educational needs. Children are carefully monitored from when they start Nursery and throughout their time at Princefield. These children will be given extra support to fulfil their potential. Reasonable adjustments are made to promote the inclusive policy.

Our Special Needs Co-ordinator works closely with staff to ensure children receive appropriate support when needed.

Positive Relationships

'Children learn to be strong and independent through positive relationships'

Statutory Framework for the Early Years Foundation Stage

We aim to develop caring, respectful, professional relationships with the children and their families.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The importance of developing a trusting and caring relationship between key worker and each individual child is paramount. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We recognise that parents are the children's first and most enduring educators and we value the contribution they make. We understand that children learn and develop well when there is a strong partnership between staff and parents/ carers.

We aim to develop a good relationship with parents and to work together to ensure a positive impact on children's learning and development.

Before the children start in the Nursery and the Reception class, parents are invited to attend an induction meeting. At this meeting they are given both verbal and written information about the School and the Nursery. They also have an opportunity to meet the Foundation staff, who will be their children's key workers and various other appropriate members of staff.

To ensure that starting Nursery and School is as smooth and easy as possible, for both the children and parents we have devised an induction programme, during which the children will have the opportunity to spend time with the practitioners and in the learning environment before their actual start date.

Once children are attending our setting Parents and/or carers are kept up to date with their child's progress and development through Tapestry online learning journal, emails, formal open events and daily face to face contact. Nursery and Reception complete interim and end of year reports for each child and hold regular Parents evenings.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of the foundation stage.

Enabling Environments

'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 the Early Years Foundation Stage

We aim to provide a rich and varied environment in the Foundation Stage, which is well organised and stimulating and based on the EYFS principles and requirements. The learning environment ensures that all children feel valued, secure, safe and confident in the classroom, both indoors and outdoors, so that they can develop happily and to their full potential. There are areas and times where the children can be active and quiet. Resources are stimulating and children are able to find and locate them independently, allowing the children to explore and learn and build on experiences that they already have.

The Learning Environment is carefully planned to provide a solid foundation on which to build all future aspects of learning and development by supporting and promoting the children's:

- **personal, social and emotional well-being:** by promoting an inclusive ethos and by providing opportunities for each child to develop as an individual and to feel a valued member of our community with a strong, positive self-image

- **positive attitudes and dispositions towards their learning:** in particular an enthusiasm for knowledge and learning and confidence in their ability to be successful learners
- **social skills:** in particular by providing opportunities that enable them to learn how to co-operate, respect and work harmoniously alongside and with each other
- **attention skills and persistence:** in particular the capacity to concentrate on their individual or group tasks
- **language and communication:** with opportunities for all the children to speak, listen and communicate in a wide range of situations, to respond to adults and to each other, to practise and extend their vocabulary and communication skills carefully
- **physical development:** with opportunities for all children to develop and practise their coordination, control, manipulation and movement and to increase their understanding of how their bodies work and what they need to do to be healthy and safe
- **reading and writing:** with opportunities for all the children to explore, enjoy, learn about and use words and texts in a broad range of contexts and to experience a rich variety of books
- **mathematics:** with opportunities for all the children to develop their understanding of numeracy, problem solving, reasoning, measurement, shape, space and pattern by providing a broad range of contexts in which they can explore, learn, enjoy, practise making connections and talk about them
- **understanding of the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts and to explore and find out about their environment and people and places that have significance in their lives
- **information and communication technology:** with opportunities for the children to find out about and identify uses of everyday technology and use communication technology to support their learning
- **creative development:** with opportunities for all the children to explore, respond, share and express their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities

Learning and Development

'Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).'

Statutory Framework for the Early Years Foundation Stage

We recognise that children learn and develop in different ways and at different rates and that planning and assessment is the key to effective learning. This involves observing the

children, following and developing their interests and planning achievable but challenging activities and experiences.

Staff working with the youngest children focus strongly on the 3 prime areas.

Staff also take 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.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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.

Safeguarding and Welfare Requirements

We actively promote good oral health as well as good health in general, manage behaviour, and maintain records, policies and procedures.

As a school we have an effective system in place to ensure that all practitioners are suitably qualified, trained and are part of a continual programme of professional development. In line with the statutory Safeguarding and Welfare Requirements, the school has a Designated Safeguarding Lead and Deputy who provide support and guidance to all staff and on any specific safeguarding issue if required. (See school policy)

Documented in this policy are clear guidelines on the non-use of personal mobile phones and personal cameras by all staff in the presence of children. There is a strict procedure in place for all visitors to the school also.

Impact

At Princefield, 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. We use Tapestry to continuously make assessments of children's development and progress. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When children start Nursery, staff will complete a baseline assessment through observations. Progress is tracked throughout Nursery using school systems and shared with Reception at the end of their time in Nursery.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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. They are also shared with the year one staff.

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

This policy will be reviewed every 2 years. At each review, the policy will be shared with the head teacher and local school committee.