

ETTINGTON C of E PRIMARY SCHOOL

Reviewed February 2024



*Ettington Church of England
Primary School*

*Learning for Fullness of Life
Trust-Respect - Love*

EARLY YEARS FOUNDATION STAGE POLICY 2023-2024

As a school, we aspire to live out God's plan for all to flourish.

We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace 'Life in its fullness' (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, Learning for the Fullness of Life'. It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

1. Aims

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

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to our Reception Class.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

INTENT

Our intent is to:

- Establish an environment that is nurturing, bright and exciting and one that is full of interesting and challenging activities in which learning can take place.
- Deliver a curriculum based on entitlement for all, that considers each child's existing knowledge and experiences, and where the children can engage in first-hand experiences.
- Give children opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment.
- Enable children to develop characteristics of effective teaching and learning, which will enable them to become independent, resourceful and resilient learners now and throughout their education.

These 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.

- Design a curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all pupils, from individual starting points.

IMPLEMENTATION

To implement our intent, we have:

- An Early Years curriculum that uses a combination of topic themes with clear progression, 'in the moment' teaching moments, and enhancement opportunities within the provision.
- Child-initiated learning, play partnering, direct instruction, adult-led group work and individual work which changes as the year progresses.
- Meaningful learning experiences, developing each pupil's characteristics of teaching and learning.
- High quality interactions with adults that demonstrate and impact on the progress of all pupils.
- Developed an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside at any one time.

- Home learning opportunities that allow children to build on their school experiences at home.
- Daily differentiated phonics lessons using Monster Phonics.
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- An Early Years Leader who monitors teaching and learning to improve standards and outcomes.
- A curriculum that meets the needs of all pupils.
- Regular opportunities for communication with parents.

IMPACT

Through implementing the above:

- Careful assessment opportunities through observations, which are recorded on Tapestry and shared with parents.
- Children's progress is at least good from their varied starting points. We will monitor what the children can't do to ensure we identify who needs support.
- We will assess each child's level of development against the early learning goals and inform parents whether they are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). We will also use these to start conversations with Year 1 teachers.
- Children reach the Early Learning Goals at the end of Reception. For the children who may not reach them, we will have conversations with parents/carers and the SENDCo, where necessary, for advice and support.
- Class teachers make formative assessments which inform in the moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace.
- Judgements are moderated both in school and externally with local schools.
- Children are ready to transition from the Early Years curriculum to the National Curriculum in Year 1.
- Children demonstrate curiosity, independence, resilience and other characteristics of effective teaching and learning.
- Each child will have a key worker who is their class teacher.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

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.

5. Assessment

At Ettington Church of England Primary School, ongoing assessment is an integral part of 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 consider observations shared by parents and/or carers.

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.

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 upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. 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.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

Ettington C of E Primary School

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

Our Reception class is led by experienced qualified teachers supported by qualified Teaching Assistants. We aim for all of our EYFD staff to have current paediatric first aid (PFA) certificate who are on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy / local arrangements
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy / local arrangements
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy