



Cassop Primary School

EYFS Policy



Introduction

This policy statement reflects our own school philosophy on the implementation of the Early Years Foundation Stage (EYFS). In this setting the policy refers to children who are taught in Class 1. In our school we place great value on the learning in early childhood and consider this learning to be the fundamental building blocks upon which all other learning is based, as the statement below indicates;

“The ladder of education can never be secure unless the first rung is firmly in place”
Rosemary W Peacock. HMI.

The 1998 Education Act expressed aims for the curriculum during the period of compulsory schooling. It should: ‘promote the spiritual, moral, cultural, mental and physical development of pupils’ ‘prepare pupils for the opportunities, responsibilities and experiences of adult life’.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The overarching aim of the EYFS is to help young children achieve the Early Learning Goals (**early learning goals are the knowledge, skills and understanding children should have at the end of the academic year in which they turn five**) The targets for children’s learning are defined in the document - Statutory framework for early years foundation stage, published in March 2021.

These are divided into Prime and Specific Areas. To ensure every aspect of the whole child is taken into account, staff will also look at how they learn, these are the Characteristics of Effective Learning.

All staff are driven to ensure the children achieve at appropriately to their developmental stage and will do this by:

- Setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;



- Providing for equality of opportunity and anti-discriminatory practice and ensuring the every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- Creating the framework for partnership working between parents/carers and professionals, and between all settings that the child attends;
- Improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing framework, and providing the basis for the inspection and regulation regime;
- Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment; The following themes are embedded in the principles of the EYFS:
 - A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured We will foster personal, social and emotional well-being by supporting transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted;
 - Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person We will endeavour to enhance social skills; in particular by providing opportunities that enable them to learn how to co-operate and work harmoniously alongside, and with, each other and to listen to each other
 - Enabling Environments – the environment plays a key role in supporting and extending children’s development and learning We will promote positive attitudes and dispositions to learning; in particular an enthusiasm for knowledge and learning, and a confidence in their ability to be successful learners;
 - Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected We will promote attention skills and persistence: in particular their capacity to concentrate on their own play or group tasks.



Curriculum and Provision for EYFS

In our school we will provide a teaching programme which promotes children's learning in:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts & Design

It is recognised that the curriculum for young children encompasses the experiences and the resources which the school provides, the relationships which exist within the school, and the procedures and organisational approaches, which contribute to the ethos of the school.

All of these aspects of school life provide valuable learning opportunities and contribute to the achievement of these overall aims.

In our school we believe that:

- Early childhood is valid in itself and is a part of life, not simply a preparation for work or the next stage of education.
- In the early years children learn best through first-hand experience.
- What children can do, not what they cannot do, is the starting point in children's education.
- Children must be taught how to think, not what to think. In our school we provide a wide range of curricular experiences for our children, and in Foundation Stage these experiences are planned through and around play.



The environment in our school is both challenging and adaptable, as we provide for the differing learning needs of our children. We understand that young children learn most effectively within a challenging and carefully resourced environment, and through planned and purposeful play activities. Spontaneous play is valued, extended and supported, and an appropriate balance is maintained between child-initiated, independent activities and adult directed activities. Play is used as a context through which language and communication is developed and extended.

Through play children:

- Explore, develop and represent learning experiences that help them make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to control impulses and understand the need for rules;
- Can be alone, be alongside others or co-operate as they talk or rehearse their feelings;
- Take risks and make mistakes;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems;
- Express fears or relive anxious experiences in controlled and safe situations.' (Curriculum guidance for the Foundation Stage - QCA/DfEE)

All staff in our school recognise that how children are encouraged to learn is as important as what they learn. Promoting young children's learning in our school creates opportunities to learn through instruction, copying, trying, asking questions, making mistakes, practising, succeeding and repeating. These opportunities are brought together through play and talk.

This is demonstrated through the organisation of the classrooms, the grouping of children and the management of their learning, which ensures that:

- Children can initiate activities that promote learning and which enable them to learn from each other;
- Children learn through movement and using all of their senses;



- Children have time to explore ideas and interests in depth;
- Children feel secure, which helps them to become confident learners;
- Children can learn in different ways and at different rates;
- Children make links in their learning;
- Creative and imaginative play activities are planned to promote the development and use of language.

Provision for children within the foundation stage in our school ensures that:

- staff understand that children develop rapidly during the early years - physically, intellectually, emotionally and socially;
- all children feel included, secure and valued;
- early years experience builds on what children already know and can do;
- no child is excluded or disadvantaged;
- parents and practitioners work together;
- the curriculum is carefully structured;
- there are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves;
- practitioners are able to observe and respond appropriately to children;
- well-planned, purposeful activity and appropriate intervention by staff is used to engage children in the learning process;
- rich and stimulating experiences are provided within a learning environment, which is well planned and well organised.

Opportunities for learning within the reception class have been defined in these areas:

- Role Play and Imaginative Play Area,
- Language and Literacy Areas including a Reading Area and Writing Area as well as domestic Role Play



- Investigation Areas including the Curiosity cube, sand and water
- Construction Area including small and large construction materials
- Creative Areas including art, modelling and a workshop area, loose parts and a cutting area
- Physical Development Areas including a games area, construction area, fine motor activities
- Maths Area
- Small world play which may be initiated through the interests of the children or planned to link in with learning topics.
- Outdoor Classroom with continuous provision for learning through sand, water, imaginative role play, growing area and digging.

Enhancements are also introduced by staff to enhance learning specific to our planned curriculum.

Planned learning is also promoted through:

- the relationships which exist within Foundation Stage and our school as a whole between adults and children, children and their peers, adults and other adults;
- the daily routines and classroom organisation;
- planned adult focused activities for individuals and groups of children.
- continuous provision in all areas

Planning for Learning and Teaching

Children progress towards their targets at different rates. It is our aim to ensure that all children have appropriate opportunities to enable them to make maximum progress. Activities are differentiated to take account of children's differing stages of development supporting those children who are working towards the goals as well as those who have reached or exceeded them. Planning for all children within the foundation stage relates to the areas of development in the Foundation Stage Profile.



Specific learning objectives for more able children will ensure that, within this framework, children progress towards the National Curriculum. Within Foundation Stage in our school activities are planned and resourced for long, medium, and short-term learning with the emphasis placed upon the learning needs and interests of our children.

Resources and tasks are regularly reviewed to ensure that children's learning is continually developed and extended. Staff plan for areas of continuous provision where children are enabled to extend and develop their own learning across the year. This long-term planning ensures that, throughout the Foundation Stage, children receive a broad and balanced curriculum which promotes the attainment of the Early Learning Goals by the end of the Reception Year.

Topics and themes are planned in the medium term, lasting for between one and six weeks according to the needs and interests of the children, curricular demands and events in our local community and the wider world. Medium Term planning is informed by children's prior attainment. Short term planning encompasses enhancements to continuous provision to deepen and extend learning experiences. Staff continuously evaluate the learning and provision in Foundation Stage, both formally and through discussion.

Planning and evaluations are monitored by the Head Teacher regularly, and Curriculum Leaders monitor learning, teaching and provision so that achievements of our Foundation Stage children are built upon as they move into Key Stage 1

Parent/ Carer Involvement

Staff recognise that parents/ carers are a child's first educators and value the important role which parents/ carers play in their child's learning. A commitment is made to involve parents/ carers through informal contact with staff, through the provision and the child's online learning Journal (Tapestry), which parents are encouraged to add to, and on a termly basis of more formal discussions about children's progress in Reception.

Information for parents/ carers is provided through regular Newsletters and school displays, as well as through formal and informal discussions with staff.

Parents/ carers have the opportunity to speak with teachers each day before or after school. We also hold stay and play sessions to invite parents/carers into school.