

Sandhurst Primary School

Early Years Foundation Stage (EYFS) policy



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Chair of Governors	Sophie Smith

Statement of Intent

“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.”

(Statutory Framework for the EYFS, DfE 2021)

At Sandhurst Primary School and Nursery, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life, in which they can build a foundation for a love of learning. “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 EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities, planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

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1 Aims:

At Sandhurst Primary we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners by:

- giving each child a happy, positive and enjoyable start to their school life within a safe and secure environment
- establishing solid foundations and foster a deep love of learning
- enabling each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world
- offering a structure for learning that has a range of starting points and unlimited opportunity for development
- offering a broad and rich curriculum
- encouraging children to develop independence within a nurturing and supportive atmosphere
- supporting children to build relationships through the development of social skills such as cooperation and sharing
- helping each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals

2 Legislation:

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS)

3 Structure of the EYFS:

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. In our school we have a Nursery class with both part time and full time places and three full-time Reception classes. The nursery class has 39 places and children are offered a place in the September following their third birthday. In Nursery staffing includes a teacher and two Nursery Nurses. Children attend our Nursery on a part time basis for 3 hours each day in the morning or full time, if eligible, for 6 hours. Each child starting Nursery in September is guaranteed a minimum of three terms attendance before they enter full time school. Each Reception class has a teacher and a teaching assistant. To ensure best practice and continuity, our foundation stage classes work closely together and in reception share planning and an outdoor learning environment.

4 Curriculum:

The Nursery and Reception follow the educational programmes as outlined in the EYFS Statutory Framework 2021 document. Through these educational programmes children work towards the early learning goals, developing knowledge, skills and understanding that most children should have by the end of Reception.

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

At Sandhurst Primary, we provide our children with a range of rich, meaningful first-hand experiences, in which they can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult-led and child initiated learning.

Our teaching of synthetic phonics is based on the Read Write Inc. scheme and teaching of mathematics is guided by the White Rose Maths Hub.

The EYFS is based on seven key features of effective practice as set out in Development Matters 2021:

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

4.1 Teaching and Learning

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we have environments that provide continuous provision. Continuous provision starts in our Nursery where the classroom and outdoors are set up with learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day. Reception classrooms and outdoor area are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own.

Through Continuous Provision:

- children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace

- children are given the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills
- children learn to adapt, negotiate, communicate, discuss, investigate and ask questions
- children learn to express fears in controlled and safe situations, alleviating frustrations and working through worrying experiences
- children are allowed to think creatively both alongside other children and on their own

Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the school day

4.2 Planning

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 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. We aim to ignite and inspire children to learn.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Ensuring planning reflects the following characteristics of learning:

- **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.

(Development Matters 2021)

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.

5 Assessment

At Sandhurst Primary School, ongoing formative assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of development, 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 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.

Throughout a child's time in the EYFS at Sandhurst termly Summative Assessments, monitor a child's progress in developmental steps, referring to the Development Matters Checkpoint guidance. These judgements are moderated internally to ensure children are moving forward in their development.

6 Inclusion in the Early Years Foundation Stage

In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We ensure that every child is included and supported in their development through:

- the understanding that staff have of how children develop and learn, and how this must be reflected in their teaching, to support, stretch and challenge all children
- the work we do with other agencies to support children's specific needs, to remove or help to overcome barriers for learning
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- continuously monitoring children's progress, and providing support as necessary

7 Working with Parents / Carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

Parents/carers are kept up to date with their child's progress and development. Regular Parent Meetings, Annual Reports and the EYFS profile helps to provide parents/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/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We believe that all parents/carers have an important role to play in the education of their child. Below are some of the ways that we develop our Parent Partnerships throughout the EYFS at Sandhurst:

- talking to parents/carers about their child before their child starts in our school; visiting all Nursery children in their home prior to their starting school;
- giving the children the opportunity to spend time with their teacher before starting school through stay and plays;
- inviting all parents/carers to an induction meeting during the term before their child starts nursery or reception;
- an open door policy to encourage parents/carers to talk to the child's teacher if there are any concerns. This is in addition to more formal opportunities to discuss progress with the teacher at open evenings;
- offering parents/carers opportunities to talk about their child's progress;
- having flexible admission arrangements that enable children and parents / carers to become secure, and by allowing time to discuss each child's circumstances;
- staggering the starting time of each child over the first few days and weeks, so that the teacher can welcome each child individually into our school.
- encouraging parents/carers to stay if there are problems with the child's settling;
- organising a range of activities throughout the year that encourage collaboration between child, school and parents/carers;
- offering a range of activities that support the involvement of parents / carers. There is regular communication with home through discussion and newsletters.
- Inviting parents/carers to curriculum meetings to discuss the kind of work that the children undertake in the foundation stage.

8 Safeguarding and welfare procedures

It is important to us that all children in the school are safe. 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 educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment (please refer to the school Wellbeing and Behaviour policy for further information). We aim to protect the physical and mental well-being of all children.

We also promote good oral health, as well as good health in general, in the early years by talking to your child and sharing, fun interactive activities. We cover:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Children are taught the importance of keeping clean and washing their hands correctly.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

9 Monitoring and Review

This policy will be reviewed and approved by EYFS Lead annually.
At every review, the policy will be shared with the governing board.

Date: September 2022