

Early Years Foundation Stage Policy

**LEYBOURNE Ss PETER & PAUL CEP
ACADEMY**



Tenax Schools Trust

**Start Date: September 2021
Review Date: September 2023**

Leybourne Ss Peter and Paul Church of England Primary Academy
Early Years Foundation Stage Policy 2021

Introduction

“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. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” **DFE Statutory Framework for the Early Years Foundation Stage.**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. 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. At Leybourne the EYFS is carefully planned and structured to support children’s learning and developing in an exciting, explorative and interesting way. Learning through play is a vital element of children’s early education. The Early Years Foundation Stage curriculum underpins all future learning and development by supporting, fostering, promoting and developing children’s **learning through play**.

Well planned play, both indoors and outdoors, provides a vast range of opportunities for young children to learn with enjoyment and challenge. In playing, they behave in different ways. Teaching staff in Reception support this play-based learning.

Early childhood is the foundation on which children build the rest of their lives. At Leybourne, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

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

- The creation of a close working partnership between staff and parents and/or carers
- That every child is included and supported through equality of opportunity and anti-discriminatory practice

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment
- It acknowledges the importance of a full working partnership with parents and carers.

Legislation

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

EYFS Curriculum

Areas of Learning and Development (including Early Learning Goals)

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 significant when igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Prime Areas

Communication and Language

ELG Speaking

ELG Listening

Physical Development

ELG Gross motor skills

ELG Fine motor skills

Personal, Social and Emotional Development (PSED)

ELG Self-regulation

ELG Managing self

ELG Building relationships

The prime areas are strengthened and applied through 4 specific areas:

Specific Areas

Literacy

ELG Comprehension

ELG Word reading

ELG Writing

Mathematics

ELG Number

ELG Numerical Patterns

Understanding the World

ELG Past and Present

ELG People, Culture and Communities

ELG The Natural World

Expressive Arts and Design

ELG Creating with materials

ELG Being Imaginative and Creative

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- ***Playing and exploring*** - children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- ***Active learning*** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- ***Creating and thinking critically*** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop

strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning

The teacher plans activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children focus strongly on the 3 prime areas. The teacher also takes into account the individual needs, interests, and stage of development of each child in their care, and uses 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.

The Early Learning Goals provide the basis for planning throughout the EYFS. The class teacher uses the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the EYFS are from the Development Matters Statements from the non-statutory curriculum guidance for the EYFS and the EYFS Statutory Framework.

The planning is topic based; termly curriculum overviews identifies the intended learning. This ensures all the early learning goals within the prime and specific areas are covered. Teacher directed sessions ensure there is discrete teaching of phonics, maths and writing.

However, planning, which is based upon a different topic which is identified as vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children.

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.

Learning Environment

The Reception classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored inside and outside.

Observations

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's online Learning Journeys using Tapestry.

Assessment

At Leybourne 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 Reception Baseline Assessment (RBA).

Assessments are carried out three times a year to establish if each child is on track for their age and stage of development. Children's level of development is recorded using the Development Matters age-bands and to monitor if they are on track to meet the Early Learning Goals at the end of the year.

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 at the end of the school year.

Parents receive an annual written report that discusses the child's characteristics of effective learning and offers brief comments on reading, writing and maths. It highlights the child's strengths and development needs, and gives details of the child's general progress.

Working with parents

At Leybourne we recognise that children learn and develop well when there is a strong, positive partnership between staff and parents and/or carers. We use Tapestry, an online programme, as an online method of communication between home and school. Each child also has a contact book which goes between home and school daily and can be used as another means of communication.

There are regular opportunities for parents to come into school; we deliver phonics and 'Stay and Play' sessions three times a year for parents to attend. Parents can also support our Woodland Learning sessions throughout the year.

Parents and/or carers are kept up to date with their child's progress and development with parent consultations twice a year. 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 year.

Safeguarding and welfare procedures

At Leybourne we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework September 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence
- Promote good health
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Please also refer to each the school’s policy on the toileting of pupils.

Other safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every two years.

Appendix 1. List of statutory policies and procedures for the EYFS
 (DO YOU WANT TO KEEP THIS IN?)

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
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
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