

Early Years Foundation Stage policy



Reviewed September 2020

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
- Close partnership working between practitioners and with 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 2020 statutory framework for the Early Years Foundation Stage \(EYFS\) – Setting the standards for learning, development and care for children from birth to five.](#)

3. Structure of the EYFS

Early years children are taught within the Key Stage One class but we ensure that the day is structured to provide time for reception children to work as a discrete group. The care and education offered by our EYFS team helps children to continue to learn by providing interesting activities that are appropriate for their age and stage of development.

4. Learning and Development

‘Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.’

The unique child is central to our curriculum. We observe the children’s development and learning; assess their progress and plan for next steps. We support each child to form positive relationships with adults, who responds to their needs in a sensitive and consistent way. We

provide an environment in which the child can participate in rich learning opportunities through play and playful teaching. These three elements together ensure optimum opportunities for learning and development.

5. The Characteristics of Effective Learning

We aim to ensure that the three characteristics of effective learning and teaching are embedded into our practice.

- **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.

We encourage every child to enjoy their achievements and develop their own ideas. We seek to encourage children’s natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to ‘have a go’ at every activity and to persevere to a satisfying conclusion.

6. Learning Through Play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. We provide the opportunities for planned purposeful play through a mix of adult led and child initiated activity in the seven areas of learning which make up the EYFS. Adult led activity becomes more predominant as the children move through reception. The staff plan and provide a range of play and playful activities which help children make progress in each of the areas of learning and development.

7. The Curriculum

For each area of learning the practice guidance sets out the Early Learning Goals. These goals state what it is expected the children will know and be able to do by the end of Reception year and we work towards, and in the care of our able children, beyond the Early Learning Goals. We use the Statutory Framework for the EYFS and the ‘Development Matters’ guidance to plan the learning for our children.

Our early years setting follows the curriculum as outlined in the 2020 framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime area 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

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8. Curriculum Enhancement

To further enhance our curriculum, we have specialist teaching sessions. Reception have weekly music, R.E and P.E session. Throughout the year we have enhancement weeks to further extend the children's experiences and learning.

9. Planning

Staff plan activities and experiences for children to develop and learn effectively. In order to do this practitioners 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. 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.

10. Teaching

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

11. Assessment

At Hutton Henry C of E Primary School 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. Practitioners also consider observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observation and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

12. Working with Parents

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

13. Safeguarding and Welfare Procedures

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

14. Monitoring Arrangements

This policy will be reviewed every two years.

C.Brackstone

September 2020

