

Austhorpe Primary School



Early Years Foundation Stage Policy

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Early Years Intent

Our goal is for children to leave Reception as independent, confident learners who are resilient and prepared for the next phase of their education. We believe every child has the ability to SHINE.

Introduction

The Early Years Foundation Stage (EYFS) encompasses the learning and development of all children from birth until the end of Reception Year. At Austhorpe, we adhere to the Early Years Statutory Framework.

Early childhood lays the groundwork for children's lifelong learning. We strive to make learning an exciting, fun, and engaging experience where children can explore, investigate, discover, create, practice, rehearse, repeat, revise, and solidify their growing knowledge, skills, understanding, and attitudes. During the Foundation Stage, these learning experiences are often integrated through play, reading, conversation, and meaningful interactions with both adults and peers.

Aims/Objectives

We believe it's essential for children to cultivate a lifelong love of reading and become confident, fluent, and independent readers. At Austhorpe, reading is at the heart of our curriculum, as we recognize it as a vital life skill that opens doors for success across all subjects.. We teach daily systematic phonics following the Read Write Inc phonics scheme. We also emphasize the importance of regularly reading to children and actively involving them with stories, non-fiction, rhymes, and poems. Additionally, we create opportunities for them to use and integrate new vocabulary in diverse contexts, supporting their growth and development.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'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.'

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- **Children develop and learn in different ways and at different rates**. As part of our practice we:
 - Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
 - Promote equality of opportunity and anti-discriminatory practice.
 - We provide early intervention for those children who require additional support;
 - Work in partnership with parents and carers;

- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

Early Years Foundation Stage Curriculum

In the EYFS, there are seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

• communication and language; • physical development; and • personal, social and emotional development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: • literacy; • mathematics; • understanding the world; and • expressive arts and design. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other.

All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. Our classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The Reception classroom also has access to an enclosed outdoor area and we are fortunate to have access to the woodland area to further benefit our curriculum. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. We believe that play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster a love of learning, confidence, communication and physical development.

Our curriculum follows a thematic approach. Each half term we have an overarching topic which promotes high quality learning in all areas of the Early Years. Themes are chosen based on the children's interests and are tailored to meet each child's individual needs. At the beginning of each topic we complete a knowledge harvest of what the children already know, from this we then invite the children to ask questions and create a 'wonder wall' of things they

would like to find out. This helps to inform our sequential planning and ensure the balance between adult led and child- initiated learning. We believe that depth in early learning is much more important than covering things in a superficial way.

At Austhorpe we believe that play is an essential part of the early years curriculum and is crucial to children's development. Our curriculum is delivered with a healthy balance of adult led, adult initiated and child led opportunities. The children are challenged both in and outdoors within the provision areas. Provision for both in and outdoors is carefully selected in order to stimulate children's interest and respond to each child's emerging needs and ensure they are progressing towards the goals.

Observations and Assessment

All adults record 'Wow!' moments – when a child does or says something that demonstrates progress or skill in a particular area.

Observations of children's achievements are collated in their own personal, online 'Tapestry' Learning

Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home.

These are ongoing observations and the children's progress is reviewed continually. Throughout their time in Reception, parents/carers are welcomed in to share their children's learning, we host a coffee morning and invite families in to be informed about the teaching of Read Write Inc, so that they are confidently able to support learning at home.

At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD).

Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as either 'On Track' or 'Not on Track' against each area of the EYFS curriculum.

Safety including safeguarding and welfare requirements

The safety and welfare of our children is paramount at Austhorpe Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child, early intervention and the support that they need and in doing so, work closely with parents/carers and outside agencies.

Parent Partnerships

At Austhorpe we believe that it is important that we have strong and respectful relationships with parents. We believe that strong relationships can support the children in their transition to school. These partnerships begin before the children transition into Reception, when the team make a home visit to each family, we deliver a book bag and a story and spend time chatting and getting to know the families. We use Tapestry as an online platform to communicate with parents and record 'Wow' moments both at home and at school which can be shared. The class bear chooses who he wants to go home with every weekend, the children and parents upload their adventures onto Tapestry and these are shared in class every Monday. Throughout the year we host a coffee morning, inviting parents and families into school.

Transitions

Transitions are carefully planned, the EYFS staff complete home visits in the summer term before the child starts. This ensures we meet the children in their own environment. We provide them with a book, which we use in the first half term of Reception. The children come in in a staggered intake, in groups of 10 to ensure they settle in their new environment. We have a 'Parents as Partners' document which asks questions regarding children's likes, dislikes and interests. This ensures we can adapt our provision to meet individuals needs.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class.

Uniform

Please find all details relating to school uniform on our school website- [Austhorpe Primary School - Red Kite Learning Trust - Uniform](#)

Please note that for health and safety reasons, children are not allowed to wear makeup, jewellery and long hair should be tied back (this means hair that can be tied back should be).

Appendix 1. List of statutory policies and procedures for the EYFS This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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