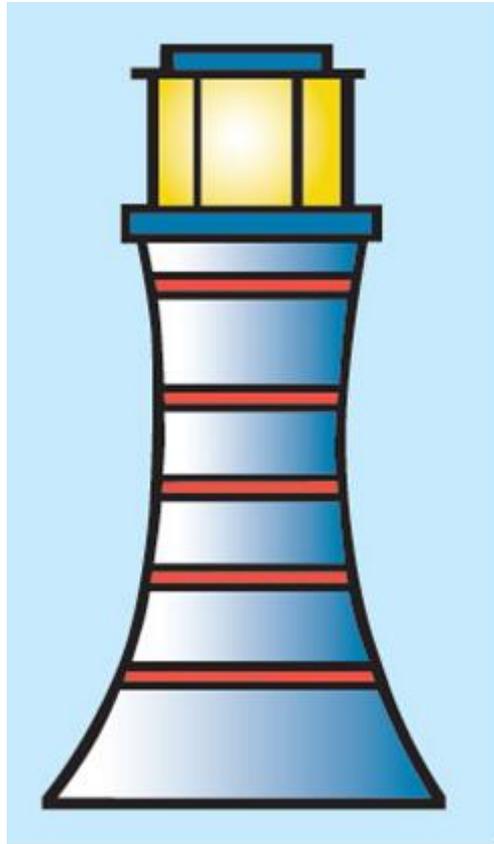


Austhorpe Primary School



EYFS POLICY

Date:15.11.2022

Review date: 15.11.2023

Early Years Intent

The intent is that by the time the children leave Reception, they are; independent, confident learners who are resilient and ready for the next stage of their learning.

We believe that every child has the ability to SHINE.

Introduction

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year. At Austhorpe we follow the Statutory Framework for the Early Years (March 2021)

Early childhood is the foundation on which children build the rest of their lives.

Learning for children is an exciting, fun, engaging and rewarding experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together through playing, reading and talking and high quality questioning and interactions with adults and peers.

Aims/Objectives

We believe that it is crucial for children to develop a life long love of reading and thrive on developing confident, fluent and independent readers. Reading underpins our curriculum at Austhorpe, as we understand that it is a life skill which unlocks opportunities for children to thrive in all areas of the curriculum. We teach daily systematic phonics on a scheme called Read Write Inc, this starts in the first two weeks of Reception. Alongside this we believe that reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems and providing them with opportunities to use and embed new words in a range of contexts, will give our children the opportunity to thrive.

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

Throughout the year the children will take part in an ambitious, exciting curriculum which is planned to enable the children to progress towards the end of year goals.

Our curriculum is shaped around 7 areas of learning and incorporates all of the things we want the children to learn, experience and do but also allows the flexibility of following the interest of the children and enables us to respond quickly to child led learning.

All seven areas of learning and development are important and interconnected.

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, both in the EYFS and ensure that each child is ready for the next stage of their learning. These three areas are the **prime** areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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.