

Early Years Foundation Stage (EYFS) policy

Culverstone Green Primary School



Approved by:	Adrian Watson	Date: Sept 2023
Last reviewed on:	Oct 2023	
Next review due by:	Sept 2024	

Our Vision

Our vision is that every child will fulfil their potential, be prepared for the next stage of their life and become responsible citizens.

Our Ethos

Putting the needs of every child at the heart of everything we think, say and do.

Our Values

Respect, Equality, Resilience, Courage, Awareness and Collaboration

1. Aims

We believe the experiences children take part in from an early age shape their future learning. By creating a safe and happy environment with motivating and enjoyable learning experiences we are building lifelong learners with a love of education. These values are underpinned by the four guiding principles from the EYFS guidelines.

- 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 and/or carers
- Children learn and develop in different ways and at different rates. The statutory framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

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
- A close working partnership between staff and 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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

EYFS at Culverstone Green Primary School refers to Reception class.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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**

These outcomes cover important aspects of language development and provide the foundation for literacy. We place a strong emphasis on children's developing confidence and skills in expressing themselves in a range of situations and also their competence in talking and listening and in becoming readers and writers. Visuals are used to reinforce understanding including a visual timetable. Within the environment and throughout the sessions we provide many talking opportunities including hearing language, using language and resources to stimulate discussion. Language use is modelled through play, routine and interaction. Adults enable speaking and listening at every opportunity, extending children's conversation skills and vocabulary in a relevant way using current interests and fascinations. Our environments stimulate, inspire and encourage speech, conversation and negotiation and therefore language development.

- **Physical development**

Physical development is implicit in all areas of the Early Years Framework. Teaching concentrates on developing children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. A range of activities and programmes are used to support development of fine and gross motor skills. Positive attitudes are encouraged towards a healthy and active way of life and towards healthy choices in food.

- **Personal, social and emotional development**

These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and schools behaviour policy, adapting where need be to be age appropriate. We use The Zones of Regulation to support children learning what initial steps they need to take to regulate their emotions and behaviour. Where needed positive behaviour strategies are used depending on the needs of the individual child. Children are encouraged to build positive relationships with their peers and adults based on respect.

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

- **Literacy**

Children are encouraged to link sounds and letters and begin to read and write. Children are able to access a wide range of stories and non-fiction texts which are frequently used to inspire storytelling, role play and activities across all areas of learning. Phonics is taught using the Read, Write Inc. scheme. Children are introduced to letters and sounds using rhymes that support letter formation. At the same time children are encouraged to blend sounds in simple words and segment words in to sounds. Adults model writing and children make links between the spoken and written word.

- **Mathematics**

We cover important aspects of mathematical understanding and provide the foundations for numeracy. Focusing on achievement through practical activities using and understanding language and vocabulary in the development of simple mathematical ideas. In reception new concepts and skills are introduced in a class/group 20 minute maths session. This can use a story or game to introduce the concept and key vocabulary related to this. Resources are made available in the environment for children to explore this in their own time and in a practical way.

- **Understanding the world**

This area of learning and enquiry focuses on developing the children's knowledge and understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological learning. Children come to school with a wealth of personal experiences and these are used to inform and educate others using the focus week or at relevant times throughout the year. Parents are encouraged to share information to increase children's knowledge and experience, for example a talk from a fire fighter or postal worker.

- **Expressive arts and design**

This area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. Opportunities to role play and to use small world continuous provision. Similarly, creative resources enable children to explore colour, texture and form as part of the continuous provision. Children have the opportunity to create using large and small resources. Loose parts available inside and out support children's creativity.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively.

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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 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.

The importance of play

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. We believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. It provides the opportunity for them to explore, investigate and make sense of the world around them. Play enables children to be challenged in their thinking and practice and rehearse skills, and be motivated in their learning. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively, communicating with others as they investigate and solve problems. Children are curious and inquisitive by nature and we want to build on this in a positive and enjoyable way.

An enabling environment

The environment plays a vital role in supporting and extending the children's development. Our environments support children to be fully engaged in purposeful play of their own choice and interest. The indoor and outdoor areas are organised, allowing children to explore and learn securely, safely and independently.

The indoor area is set up as fluid and open environment with clearly defined sections, which enable children to independently find and locate resources to aid their learning in whichever way possible. The areas are clear, stocked and tidy at the start of each day ready for the children to select according to their interest. This allows the children to be in control of their learning. They are able to select the area in which to play, the resources to use and what to do with them. It is vital that the areas are well stocked, tidy, clearly labelled with picture and word or shadowed and arranged to allow optimum access. The environment is constantly reviewed and reflected upon to ensure it meets the needs of the children.

Outside learning is as important as the learning that takes place inside! Being outdoors offers opportunities for doing things in different ways and on different scales. It offers the children the opportunity to explore, use their senses and be physically active and exuberant in natural areas.

We value outdoor learning because it allows learning to become fun and memorable. The opportunity to learn and interact outside throughout the year, in all different kinds of weather is as important as learning and engaging inside.

We believe that well organised and supervised, "risky freedom" helps all children to find out about themselves and their capabilities. It helps develop self-confidence, independence and lays the foundations for a healthier life. We are aware that there can be risks associated with outdoor learning experiences; however, it is important that children recognise risks and learn how to manage them and this is a part of their growing up using a 'risk: benefit' model.

The most valuable resource in any setting is the group of adults. The adults are there to teach, they do this through observing and interacting. Adults are trained to spot teachable moments while children are engaged, they know the children very well and have a sound understanding of child development. This ensures the adult enhances and extends the learning at the appropriate level for each unique child. The children become involved in activities of their choice. The adults observe the children carefully, join them when appropriate and engage in quality interactions (teaching) to move the learning on. They 'teach' through modelling, suggesting, providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a challenge, then they will not give up. Rather they will be supported to persevere, overcome the challenge and move forward in their learning.

5. Assessment

At Culverstone Green Primary School, ongoing assessment is an integral part of 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).

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 internal and in partnership with other trust and/or local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff 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.

Parents are offered formal updates on their child's progress through the form of two parent and teacher meetings and two written reports provided at the end of the Autumn and Summer terms. Parents also have the opportunity to communicate daily with staff.

At Culverstone Green Primary School, we seek opportunities to work with and involve parents as much as possible in their child's educational development, including through stay and play sessions, parent workshops, open afternoons and celebration of learning events.

7. Safeguarding and welfare procedures

We recognise that 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 follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of a healthy diet and healthy body

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Safeguarding

Safeguarding within the Early Years foundation Stage forms part of the whole school safeguarding policy. Procedures that are in place for the whole school apply to EYFS. Safeguarding training takes place annually as organised by The Golden Thread Alliance safeguarding lead. New child protection issues are addressed as appropriate. All staff new to EYFS will receive an induction and safeguarding training as appropriate. They are trained to use CPOMS effectively and are required to undergo regular refresher or update training throughout the year as advised by the Safeguarding Lead for the Alliance.

Supervision

All EYFS staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2014. Supervision ensures that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff have the opportunity to discuss any issues, particularly concerning children's development or wellbeing
- All staff can confidently identify solutions to address issues as they arise (including safe guarding as a routine item for discussion)
- All staff are able to create an environment where all members of staff feel able to raise concerns and feel supported in their safeguarding role

- All staff have regular reviews of their own practice to ensure they improve over time and they can receive coaching and mentoring as needed.

8. Monitoring arrangements

This policy will be reviewed and approved by Adrian Watson, HeadTeacher, every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

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 First Aid and Medicines 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 See arrivals and drop off policy
Procedure for dealing with concerns and complaints	See complaints policy