



Early Years Foundation (EYFS) Policy

2022 – 2023

*Children are the Lord's reward and gift.
(Psalm 127:3)*

Document Control

‘Under the Equality Act (2010), due regard has been given to equality considerations when reviewing this policy in accordance with the requirements of The Single Equality Act 2010’.

Revision history

| Version | Date | Changes | Author(s) |
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| 1 | 19/01/21 | | HS |

Approval

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| 1 | 15/03/21 | Full Governing Body | GB 35/21 |
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Review period This policy will be reviewed annually.

| Version | |
|---------|------------------|
| 1 | Summer Term 2023 |

The term Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In this policy it is used to describe children who are in our Reception Year (YR).

Aim

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 the age of 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 (The Statutory Framework for the Early Years Foundation Stage, Department for Education (DfE) 2017).

The EYFS is based on four principles:

- 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 develop and learn in different ways and at different rates.**

At Youlgrave, All Saints' C of E (VA) Primary School, we aim to provide the highest quality care and education for all of our children, to give them a strong foundation for their future learning and well-being.

A Unique Child

At Youlgrave, All Saints' C of E (VA) Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments; and how we begin to build links with families.

We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to

use reasoning. They develop an understanding that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

Positive Relationships

We recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful and professional relationships with the children and their families.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities reflecting the topic where they can develop gross motor skills and social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play, our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children; fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. Adults will talk to them about how we get better at things through effort and practice; and that we can all learn when things go wrong. Children practice and build up ideas: learning how to control themselves and understand the need for rules. Children have the opportunity to think creatively both alongside others as well as on their own.

Parents as Partners

We recognise the important role parents play in educating their children. We do this by:

- Talking to parents about their child/children before their child/children starts at our school.
- Inviting the children to spend time with their teacher in the classroom before starting school.
- Encouraging parents to attend Parent Consultation evenings to discuss their child's/children's attainment; during the Autumn and Spring terms.
- Providing parents with a written report on their child's attainment and progress at the end of each school year.
- Encouraging parents to share their child's/children's home achievements.
- Sharing our approach to reading.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime Areas

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

Specific Areas

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

These areas are delivered where possible throughout the topic and are closely linked together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

Phonics and Reading

In EYFS, phonics, reading and writing is delivered through the *Read, Write, Inc.* schemes of work.

Characteristics of Effective Learning

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors which play a central role in a child's learning and in becoming an effective learner; and are vital elements of support for the transition process from EYFS to Year 1. The characteristics represent processes rather than outcomes. Information describing the child's characteristics of effective learning will provide the Year 1 teacher with vital background and context when considering the child's next stage of development and future learning needs.

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically - Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

The EYFS class has its own outdoor area; which is used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active; linking the indoors and outdoors together. Children will have opportunities to experience all seven areas of learning whether they decide to learn indoors or outdoors.

Observation, Assessment and Planning

Planning within the EYFS starts with the Long-Term Plan (i.e. a yearly curriculum overview).

Medium Term Plans are written half-termly and used by the EYFS teacher as a guide for weekly planning. We base our planning around topics and children's interest are incorporated throughout our free flow activities. We plan first-hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual learning folders. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the Early Learning Goals (ELG's).

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Youlgrave, All Saints' C of E (VA) Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement.

Teachers plan activities that enable all children to access the learning and to achieve as highly as possible. In the early years, children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences; when planning for their learning. Planning for children with additional needs is completed in liaison with the school's Special Educational Needs Co-ordinator (SENDCo).

In the EYFS, we have realistic and challenging expectations and meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests: and develop their self-esteem and confidence through a creative curriculum and learning environment.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities and environments to motivate and support children and help them learn effectively.

We CARE
Welcoming all Community Achievement Respect Encouragement

- Providing a safe and supportive learning environment in which each child's contribution is valued.
- Monitoring children's progress and acting to provide support as necessary.

It is vital that all children in school are safe. Within our nurturing environment we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks; but they need to be taught how to recognise and avoid hazards both in the real and virtual world.

