



Hilpertons Church of England Voluntary Controlled Primary School

Early Years Foundation Stage Policy (EYFS)

Policy Ratified: November 2022

Next Policy Review Date: November 2025

Policy Reviewed: Every two years

Policy Reviewed by: Teaching and Learning Committee

Policy Ratified by: Full Governing Board

This Policy is a Statutory Policy

Hilpertons Primary School 2022

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 ensuring that no child gets left behind
- Close partnership working between practitioners and parents/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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Curriculum

Principles

The Early Years Foundation Stage (EYFS) is based upon four principles:

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children are unique learners who develop at different rates and in different ways.

Positive Relationships

Children learn to be resilient and independent from a range of secure relationships. We aim to develop an environment where all members of staff who work alongside children are caring, respectful and professional.

Enabling Environments

We recognise and understand that the environment plays a key role in supporting and extending children's development. The Foundation Stage learning environment at Hilperton is set up to enable all children to become independent. We understand the importance of both indoor and outdoor play, and that through carefully planned adult led and child-initiated activities, children can really demonstrate their true potential. We plan and assess the children's interests, current stages of development and their next steps, before planning activities to support, extend and challenge their learning.

Learning and Development

The classroom environment is organised to enable all children to explore and learn safely and securely. There are areas both inside and outside where children can be active or where they can engage in quiet activities.

Curriculum implementation

Our early years setting follows the curriculum as outlined in the Statutory framework for the early years foundation stage - EYFS reforms early adopter version - July 2020.

The Framework:

The Early Years Foundation Stage sets the standards that as a school we must provide for the children in our care. The EYFS includes seven areas of learning and development which are all important and interconnected. Three areas are particularly important for ensuring children develop curiosity and an enthusiasm for learning.

The Prime areas:

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

There are four specific areas through which the specific areas can be strengthened.

The Specific Areas

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

Characteristics of Effective Learning

In providing an educational programme suitable for all children's needs the Characteristics of Effective Learning need to be considered. In Foundation the teachers plan activities with these in mind. They highlight the importance of a child's attitude towards their learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The importance of Play

Learning through play is an important part of our curriculum. We believe that children learn best through purposeful activities that interest and inspire them. Using interests and the term's class book as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning. We ensure that there is a balance of adult led and child-initiated activities throughout the day in order for children to develop and practise their increasing skills. Adults within the setting take an active role in child-initiated learning through careful observation, appropriate and sensitive interactions, and effective questioning.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across the seven areas of learning. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas, ensuring that through the specific areas these skills become embedded.

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 curriculum. 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, practitioners reflect on the different ways that children learn and include these in their practice.

4. Assessment

Day to day assessments help to inform future planning, current interests and developing skills in a range of different contexts. Practitioners carefully monitor children's involvement levels throughout the day and the range of skills and interests they show.

To ensure that we have evidence of every child's progress in Foundation we use a range of strategies. We have Maths and English books where the children's guided group work is recorded. A balance of independent and guided group evidence is used to monitor and inform practitioner discussions about where the children are at different points throughout the year. We record children's achievements on Hilpertons whole school assessment system and use this to analyse pupils progress in order to indicate areas for improvement. Regular Team Around the Class meetings as a Foundation and Key Stage 1 team and SLT ensure that all aspects of a child's development are discussed, and intervention plans are put in place if needed.

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 (expected) or,
- 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 internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

5. 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.

Transition into School

We firmly believe that transition into school life is essential for continuing the children's learning journey effectively. We hold a Foundation Stage meeting for all parents and carers prior to their children starting school which gives them the opportunity to find out more about school life at Hilpert Primary and what their children will need for their first day.

When a child gains a place at Hilpert Primary School we invite them to attend three play sessions alongside the other children who will be starting school and their parents – the aim of these sessions is to start to develop friendships between children and parents, become familiar with the EYFS classroom and to allow us to observe the children in their new setting. Before they arrive for their first play session the children receive a letter from their year 6 Buddy explaining who they are and that they will be helping them to settle into school life. Parents are welcome to stay with their child if they feel that their child will need this support but we encourage them, over the course of the 3 sessions, to leave their child to be independent.

Before the children start school we offer either a home or a school visit where the class teacher and LSA visit the family. This is an essential time where we are able to talk to parents about their child so that we can ensure that we have all of the essential information about their child. We also visit all of the pre-school settings that the children are at and aim to see each of the children within these settings. This allows us to talk in detail to the pre-school staff to find out more about each child and observe them in an educational setting. For any children with additional needs extra transition measures are put in place and are tailored to the needs of the child.

Transition into Year 1

We work closely with the year 1 classroom to support children's transition from the early years classroom to the year 1 classroom during the summer term.

7. Safeguarding

Our safeguarding and welfare procedures are outlined in our safeguarding policy. The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available on the school web site and from the office.