



Early Years Foundation Stage

October 2020

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Signed - Headteacher	
Next Review Date	October 2023

Beckley Church of England Primary School

Early Years Foundation Stage Policy

Our Vision

Promote and achieve excellence in all areas of school life. The school will be a place and a community where all children are happy and safe, where they can flourish and achieve their best in a caring, inclusive environment.

Kindness is our core value, underpinning our school vision: **“Be kind to one another, tender-hearted, forgiving one another”** *Ephesians 4:32*

Curriculum Intent

Each child will start learning – seeking knowledge developing skills – to prepare them to make their way and to contribute, to make changes and to thrive in our changing world of challenge and delight. In this we aim to:

- Develop foundations and individual enthusiasm for life-long learning.
- Inspire curiosity, confidence and creativity in all children.
- Teach the children with their strengths and interests in mind.
- Create many opportunities to spark interest for all children.
- Encourage a secure and positive attitude towards others and the environment.
- Be ambitious for every child, whatever their prior attainment or need.
- Encourage resilience through understanding the importance of making mistakes, listening and responding to feedback and being open-minded.

Aims and Rationale

This document outlines the philosophy, aims and principles of Early Years teaching and learning in the Foundation Stage at Beckley Church of England Primary School. This document underpins practice in all areas of provision and has been written in line with the Statutory Framework for the Early Years Foundation Stage, published March 2017.

“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. 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.” Early Years Foundation Stage Profile, Department for Children, Schools and Families, 2017.

The Early Years Foundation Stage is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Beckley School we support each child's welfare, learning and developmental needs by recognising that all children are unique and special. We understand that children develop in individual ways and at varying pace. We use praise and support, celebrations and rewards, to encourage children to develop a positive attitude to learning and to develop their full potential. We value the diversity of individuals within the school and believe that every child matters. We give our children every opportunity to achieve their personal best and planning is adapted to consider the needs of every child.

Positive Relationships

We provide a safe, secure and caring environment where children feel happy and know that they are valued. We encourage children to express and communicate their needs and feelings in appropriate ways. We support children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions which differ from their own.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development, where a child feels confident, secure and challenged. We provide effective learning opportunities in a range of environments, inside and outside. All children begin school with a variety of experiences and learning and it is the privilege of the practitioners working in Reception to build upon children's prior learning and experience. This is achieved through a holistic approach to learning, ensuring that parents/guardians and the Reception team work effectively together to support children's learning and development.

Learning and Development

In our Reception setting we provide learning experiences which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn. We build on their existing knowledge and understanding in order to challenge, stimulate and extend their learning and development and encourage their independence and decision-making skills.

The Curriculum

At Beckley Primary School the children follow the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage; it is broad and balanced, relevant and creative and sets in place firm foundations for future learning and development. The EYFS framework includes seven areas of learning and development, the three prime areas and four specific areas. The prime areas are:

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

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills, these are:

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

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. We ensure that all Areas of Learning and Development are given equal weighting and value and are closely interlinked to ensure the delivery of a holistic, child-centred curriculum.

The Early Learning Goals (ELGs) are expectations that most children will reach by the end of their Reception year. The Early Years Framework provides a long term plan which ensures that all Early Learning Goals are covered throughout the academic year. We organise the day to provide a balance between:

- Child initiated activities; children make choices from within the learning environment to meet his/her outcome for learning.
- Adult initiated activities; practitioners provide the resources to stimulate and consolidate learning.
- Adult directed activities; children engage in planned activities to meet specific learning outcomes.

Characteristics of Effective Learning - The EYFS also includes the characteristics of effective teaching and learning. The Early Years Foundation Stage Practitioners provide high quality, open ended and, where possible, natural resources designed to promote curiosity and stimulate interest. They observe and support every child's learning and play, helping them to explore and think critically about the world around them. The three characteristics are:

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

We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods; our setting therefore has an ethos of learning through play. Play is an essential and rich part of the learning process supporting children in all areas of development. It encourages creativity and flexibility and is thus able to suit the preferred learning style of the child.

Observation, Assessment and Record Keeping

At Beckley Primary School our Early Years Foundation Stage assessment method is through practitioners' observations of children in different teaching and learning contexts. Observations take place on a daily basis; practitioners carry out planned observations as well as making spontaneous observations to capture significant moments of children's learning. Practitioners use observations to support their developing knowledge of individual children; it informs them of children's abilities,

needs, interests, play schemas and learning styles. Observations are evaluated and relevant learning opportunities are planned to support children to make the next steps and to progress.

Every child has an individual learning journey which records children's progress over the academic year. Baseline assessment and observations are carried out at the beginning of the academic year and samples of children's work, along with photographic evidence and observations, are gathered during the course of the year. At the end of the year it provides a summary of every child's development and learning achievements.

Children will be assessed against the 17 ELGs during the summer term of their Reception year and their development within each ELG is recorded as either 'emerging', 'expected' or 'exceeding'. This information is communicated to parents in the child's end of Reception year report.

Parents as Partners

We recognise the importance of establishing positive relationships with parents. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. We encourage parents to share their unique knowledge of their child, providing further insight into their child as an individual, this supports practitioners in responding to children's needs and interests.

Parents are invited to attend parents' evenings during the course of the academic year. In the autumn term practitioners and parents discuss how children have settled into school life and in the spring term practitioners provide feedback on children's learning and development. In the summer term a school report is sent home providing the parents with a well-rounded picture of their child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year One.

We encourage parents to get involved with school life. There are opportunities to help with activities such as educational visits, reading, cooking, art and music and parents are invited into the school for special events such as Harvest Festival, Nativity and May Day celebrations. Parents are always welcomed into school and encouraged to discuss any concerns that they might have.

Admission and Induction

Beckley Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old.

In the summer term parents are invited into school to meet the setting practitioners. At this meeting information regarding the induction process and the Reception setting is shared. Information packs are distributed, detailing school routines and expectations. Induction packs for children to complete with their parents is also given out as another way to support practitioners' knowledge of each individual child. Before they start, all children are offered a series of Play Link sessions where they can meet their new practitioners and start to become familiar with the setting.

Health and Safety and Safeguarding

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. Each child is designated a key worker whose role is to help ensure that every child's care is tailored to meet their individual needs, in accordance with the EYFS Statutory Framework, 2017. We follow whole school procedures for child protection (see separate policy). The Head Teacher is the named Child Protection Officer and all concerns are discussed with him.

Inclusion

At Beckley Primary School we provide support and resources for success and challenge at all levels. We provide equal opportunities for all learners regardless of age, gender, ethnicity, impairment, medical concerns, attainment or background.

Monitoring

It is the responsibility of the Early Years Foundation Stage teachers to follow the principles stated in this policy. There is a named Governor who will regularly discuss Early Years Foundation Stage practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. Staff follow the school policies for child protection and safeguarding.

Review

The Head teacher will carry out monitoring on the Early Years Foundation Stage as part of the whole school monitoring schedule. The Senior Leadership Team (SLT) will be updated in line with new initiatives. This policy will be reviewed in October 2023.