

Early Years Foundation Stage Policy

September 2024



“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 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”.

(Statutory Framework for EYFS, September 2021)

At Pleasant Street Primary School, we promote the four guiding principles which shape our practice in EYFS.

These are:

- Unique Child – every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – children learn to be strong and independent through positive relationships.
- Enabling Environments – children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Learning and Development – Children develop and learn at different rates (See “the characteristics of effective teaching and learning” at paragraph 1.15). Within our EYFS framework this also includes the education and care of all children in our early years provision, including children with special educational needs and disabilities (SEND).

Learning and Development

All areas of Learning and Development are important and interconnected. These areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning.

These three areas, the Prime areas are:

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

There are also four Specific areas, through which the prime areas are strengthened and applied.

The Specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Educational Programmes are delivered throughout these areas of learning. The indoor and outdoor learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, or be quiet and rest. Both Nursery and Reception are set up in learning areas, where children are able to find activities, equipment and resources independently. Provision in these areas includes familiar and continuously accessible activities and resources, as well as activities which are varied and enhanced to fit in

with current themes and learning needs. Each day is composed of playing and learning through a balance of teaching, adult-led activities and child-initiated time.

In planning and guiding children's activities practitioners reflect on the different ways that children learn and reflect this within their practice.

The three Characteristics of Effective Learning are:

- Playing and Exploring – children investigate and experience things, and 'have a go'
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Inclusion

We value the diversity of individuals within the school. All children at Pleasant Street Primary School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We 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.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take

risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy). At Pleasant Street Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

At Pleasant Street Primary School, we endeavor to meet all these requirements.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school through induction meetings, stay and play sessions and settling in sessions.
- Offering both parents and children the opportunity to spend time in the Foundation Stage learning environments before starting school.
- Operating an open-door policy for parents with any queries.
- Using an online tool Seesaw to celebrate and share children learning experiences and welcoming observations from families.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of the school year and the opportunity to talk to practitioners about their children's EYFS outcomes.

Development across the EYFS

Throughout EYFS all children have ongoing (formative assessments), periodic assessments (In setting summative) and Developmental check (In setting Summative) across the academic year.

It is a statutory requirement that children on entry to Reception complete the statutory baseline assessment. The reception baseline assessment is short (approximately 20 minutes), interactive and practical, covering language and communication, early mathematics and (subject to trialing) self-regulation. It will use age-appropriate resources that children can handle and manipulate. The assessment will reflect familiar foundation-stage practice and encourage positive interaction between the teacher/teaching assistant and the pupil. There will be no need for children to prepare for the baseline assessment, either in a pre-school setting, or at home, and in most cases, pupils should not be aware that they are being assessed. The reception baseline assessment does not replace the good practice of schools liaising with early years settings to gather and share information on the children starting reception. The intention is that the assessment will be inclusive and accessible to the vast majority of children as they join school in reception. Most children with special educational needs or disability (SEND) or English as an additional language (EAL) will be able to take part in the assessment. Children will not 'pass' or 'fail' the assessment; it will provide a snapshot of where they are when they start school in the reception year.

At the end of the Foundation Stage the EYFS Profile (EYFSP) is completed for each child stating the child's level of development assessed against the Early Learning Outcomes. This is submitted to the Local Authority who distributes this information to the Department of Education. Observational assessments are built up in the children's online learning journey and their learning journey is available for families to contribute to all academic year.

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Pleasant Street Primary School each child is allocated a key person. The key person approach is aimed at enabling and supporting close attachments between children and practitioners.

Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them. In nursery the children will be split between the class teacher and nursery nurses once relationships have been established. In reception the key person is the class teacher. Foundation Stage practitioners meet with pre-school providers, when possible, to discuss each individual child and their transition process into school.

Please read this policy with reference to:

- Intimate Care policy
- Outdoor Play policy
- EYFS Transition policy
- Equal Opportunities policy

- Special Educational Needs Policy
- Disability Equality Scheme and the Health and Safety Policy.

Signed: Natalie Nichols

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To be reviewed: July 2025

References:

Early Years Foundation Stage Statutory Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

Development Matters (Non-Statutory Framework).

<https://www.gov.uk/government/publications/development-matters--2>

Reception Baseline Assessment Framework

<https://www.gov.uk/government/publications/reception-baseline-assessment-framework>

Early Years Foundation Stage Handbook (2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109972/Early_Years_Foundation_Stage_profile_2023_handbook.pdf