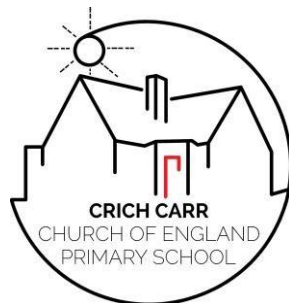


Crich Carr

Church of England

Primary School and Nursery



EARLY YEARS

FOUNDATION STAGE POLICY

Date

Minute No.

Next Review date

Approved by Governors

Intent

At Crich Carr CofE Primary School, our aim in Early Years and Foundation Stage is to build strong foundations and resilience, so that children can grow to become successful, happy, life-long learners and members of society. We follow the statutory framework for the Early Years Foundation Stage setting the standards for learning, development and care for children from birth to 5 years.

It is important to take into consideration the starting points and needs of our pupils as they begin their learning journey, and this is achieved through close liaison with parents and carers and building caring, positive relationships with our children and their families based on mutual respect.

We seek to provide an environment where the beliefs and values of the Christian faith are taught, explored, developed and nurtured and where every child is recognised as a unique individual. Differences within our school community are welcomed and celebrated.

We believe that children learn effectively when they feel safe and happy. A strong emphasis is placed on the three Prime Areas of learning: personal, social and emotional development, communication and language and physical development. These core areas of learning help develop skills, amongst others, in thinking and understanding, co-operation and collaboration, self-confidence and empathy.

By the end of the Reception year, our intent is to ensure that all children have made good progress and are equipped with the skills and knowledge to progress smoothly into Year 1.

Implementation

A new theme is introduced each term to inspire learning but also allowing flexibility to take account of children's own interests and ideas. Children engage in a balance of child-initiated play and adult-directed activities with some whole class learning on the carpet or at appropriate locations within the setting. Teachers engage children in discussion regarding their learning and progress, developing provision and learning together.

We provide an engaging environment both inside and outside that allows independence to explore as well as challenge children's thinking; we believe in the importance of giving children time to explore in order to deepen their learning experiences. The environment and activities also reflect the four specific areas of learning: literacy, mathematics, understanding the world and expressive arts and design and, where possible, cross curricular links are encouraged.

Reading is at the heart of our curriculum, and we seek to instil 'a love of books' in every child. Opportunities to share books are planned into the day to develop vocabulary as well as children's imagination. Children take part in activities to bring their stories to life as well as gain confidence at performing.

Daily phonics lessons take place using the synthetic phonics programme 'Floppy's Phonics'. This programme is also continued into KS1. These sessions are used to reinforce phonic knowledge, to develop comprehension skills, and to instil a love of learning. Children are encouraged to read at home and are given reading scheme books as well as books from our book corner to take home and share.

Literacy lessons link to topic ideas and use Talk for Writing for EYFS to structure sessions; a particular text or theme is chosen and activities planned over a two or three-week period to allow for deeper immersion.

We use White Rose resources to support our maths teaching. We follow a Maths Mastery (NCETM) approach. We have frequent focused sessions as well as maths in provision with focus on exploring concrete resources to develop deep understanding of numbers to 10 before progressing to pictorial and abstract representations.

We provide rich, first-hand experiences that aim to widen awe and wonder. These experiences are linked to our big topic questions as well as to discrete curriculum areas and ensure that children develop a solid foundation before progressing into KS1.

Impact

Our inclusive approach means learning is modelled and scaffolded where necessary and activities are carefully differentiated so that they are accessible to all children. **Our curriculum meets the needs of our children**, including our disadvantaged pupils and those with SEND, and we spend time looking at and evaluating how children are learning.

Our curriculum and its delivery ensure that children make good progress. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

Crich Carr CofE Primary School

Early Years Foundation Stage (EYFS) Policy

Introduction

'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.'

Statutory Framework for the Early Years foundation Stage, March 2021

Early childhood is the foundation on which children build the rest of their lives. At **Crich Carr CofE Primary School** we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and a child's preparation for life.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At **Crich Carr CofE Primary School**, we will:

- Provide a happy, safe, stimulating, and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Ensure quality and consistency of teaching.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development, enable choice and decision making, foster independence and develop self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs. Ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.
- The early-years education we offer our children is based on the following principles:
 - It builds on what our children already know and can do.
 - It ensures that no child is excluded or disadvantaged.
 - It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
 - It provides a rich and stimulating environment.
 - It acknowledges the importance of a full working partnership with parents and carers.

"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." Statutory Framework for the EYFS 2021.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join the Reception class in the September following their fourth birthday.

The EYFS is based upon four principles:

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

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

Contents

- 1. A Unique Child**
- 2. Inclusion**
- 3. Welfare**
- 4. Positive Relationships**
- 5. Observation, Assessment and Planning**
- 6. The Learning Environment**
- 7. Learning and Development**

1. A Unique Child

At Crich Carr CofE Primary School we believe every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards (Good to be Green, Class Dojos and Celebration Assembly Awards), to encourage children to develop a positive attitude to learning.

Our guiding principle is to 'Let Your Light Shine' meaning we aim to ensure that children have a positive experience of school, realise their potential and achieve as well as possible in all curriculum areas during their time at Crich Carr.

Our mission: is to make our children the best they can be.

Our mission: is to ensure that our children are caring, thoughtful citizens.

Our mission: is to provide pupils with a fun, inspirational experience of school where high-quality teaching allows them to reach their full potential.

Our mission: is for school to be an enjoyable experience; only when children are fully engaged can they maximise their learning and fulfil their potential. We aim to bring the curriculum to life through exciting learning activities and engage the children's interest through creative delivery.

Our mission: is for pupils to be inspired when they leave Crich Carr CofE Primary School and Nursery to be high achievers in their chosen field in the future, be this academic, musical, sporting or any other.

Our mission: is to provide excellent teaching; then we want to see pupils striving to achieve their very best in their own work.

Our belief is that education is transformational. Our role is to support all of our students to succeed irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some students need more help and support than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve.

We work constantly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

2. Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of differences. All children at Crich Carr CofE Primary School are treated fairly regarding all of the protected characteristics. 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. In the EYFS 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 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.
- Being flexible in relation to groupings of children; e.g. children ready to begin accessing some of the Year 1 curriculum may start to do so in the Reception year.
- 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.

3. Safeguarding and 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 wellbeing of all children.

“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.”

At Crich Carr CofE 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 are 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 (as set out in the Whole School Health and Safety Policy).

We give due regard to the ‘10 keys for unlocking school readiness’ outlined by Derbyshire parents, carers and professionals which are what children developing typically for their age should be able to do by the time they start in Reception class.

The 10 keys for unlocking school readiness are:

- I can settle happily without my parent or carer.
- I can tell friends and grown-ups what I need.
- I can take turns and share when I am playing.
- I can go to the toilet on my own and wash my hands.
- I can put on my own coat and shoes and feed myself.
- I can tell a grown up if I am happy, sad or cross.
- I know that what I do and say can make others happy or unhappy.
- I am curious and want to learn and play.
- I can stop what I am doing, listen and follow simple instructions.
- I enjoy sharing books with grown-ups.

See the Intimate and Personal Care Policy (FS) for further information regarding our procedures to support children if they begin school unable to self-manage their own personal and intimate care.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

4. Positive Relationships

At Crich Carr CofE Primary School we understand that children learn to be strong and independent as a result of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that children learn and develop well when there is 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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parent meetings are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements.

In the summer term parents receive a written report to summarise the child’s achievements against the ELGs.

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Welcoming parents and carers each morning where they can liaise with class 1 staff.
- Children having the opportunity to spend time with their teacher, other staff and class before starting school through visits to the setting during the term before their child starts school.
- Inviting all parents to an induction meeting during the term before their child starts school and talking to parents about their child before their child starts in our school.
- The class teacher visiting children's nurseries and pre-school settings during the term before they start our school.
- Offering parents opportunities to talk about their child's progress and development during Parents Evenings (twice a year).
- Parents receive a report on their child's attainment and progress at the end of each school year. This includes a short report on the characteristics of learning.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: sharing of topic learning, Sports Day, Christmas play etc.
- Providing 'WOW moments' messages on Class Dojo to allow parents to share their child's achievements at home and school staff to share children's achievements in school.
- Providing space in the child's reading record for parents to leave comments relating to their child's achievements.
- Updating the class webpage (on the school website) each term to share key information about learning that term.
- By having an open-door policy which empowers parents and carers to raise concerns and ideas.

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.

5. Observation, Assessment and Planning

The planning within the EYFS follows the school's curriculum overviews, which are topic based and run on a three - year cycle due to being a mixed EYFS and KS1 class. Children will learn about three different topics and their associated 'big questions' each year. The main focus in autumn term will be history, in spring term geography and summer term art & design. Planning of focused teaching as well as continuous provision should reflect the changing topics and 'big questions.'

Fortnightly provision plans will be developed outlining changes to continuous provision as well as focused inputs. This planning will ensure that provision allows children to progress and meet all objectives under the Early Learning Goal. Planning will also serve as a communication tool for staff, allowing them to understand how provision and focused teaching will allow children to make progress.

These plans are used by the EYFS staff as a guide. However, they may alter these plans in response to the needs (achievements and interests) of the children.

Assessment will be carried out using the EYFS profile. Evidence will be collected using the Seesaw app. When deciding if a child is secure assessed against an objective, key is teaching staff's knowledge and understanding of that individual child.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. In line with the EYFS handbook, assessment in the EYFS is based primarily on the practitioner's professional knowledge of what the child knows, remembers and can do day to day. It is a means of checking whether a child has learnt what has been taught (for example letter/sound correspondence) and can take place during routine interactions with children and does not need to be planned or documented. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next.

Where something has been well taught a child's learning is embedded and secured. The child is likely to demonstrate what they know and can do consistently in a range of situations. Staff meet regularly to discuss the progress children are making and set targets.

Alongside observations of children in their play we complete phonics assessments and number assessments every half term.

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 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. Additionally, we provide a written summary to parents, reporting their progress against the ELG's and a short report on the characteristics of learning.

6. The Learning Environment

At Crich Carr CofE Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Continuous provision, both inside and outside, is updated regularly to reflect changing 'Big Questions' topics, books and other themes supporting children's learning. The environment is also updated to reflect the children's engagement, feedback and interests, as well as to allow them to progress and take the next steps in their learning.

Teaching staff are clear how the environment supports learners in developing the required skills and knowledge. Teaching staff should be able to explain how the environment will support the next steps in learning.

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently such as a reading area, a construction area, a creative area, a role play area and a technology area.

Class 1 have their own outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses, develop their language and be physically active. We plan activities and resources for the children to access both indoors and outdoors that help the children to develop in all 17 areas of learning.

7. Learning and Development

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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
- Physical development
- Personal, social and emotional development

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

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

Activities and experiences are planned for children that enable children to develop and learn effectively. All areas are delivered through a balance of adult led and child-initiated activities.

Staff 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.

Core texts support children's learning in both nursery and reception and are carefully chosen to support the children's ages and stages of development. Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered. Fortnightly plans set the learning intentions and cover all areas of learning. Floppy's Phonics is delivered daily, alongside White Rose maths sessions.

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.

Children experience a wide range of activities through weekly outdoor experiential learning sessions, PE lessons for nursery and reception and PHSE lessons.

The Characteristics of Effective Learning

Through effective provision, containing a balance of adult-led and child-initiated activities, children should develop characteristics of effective learning. The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected. The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- *Playing and Exploring*

"Children investigate and experience things, and 'have a go.'" [Development Matters July 2021]

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

- *Active Learning*

"Children concentrate and keep on trying if they encounter difficulties and enjoy achievements." [Development Matters July 2021]

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

- *Creativity and Thinking Critically*

"Children have and develop their own ideas, make links between ideas, and develop strategies for doing things." [Development Matters July 2021]

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can regularly access resources freely and are allowed to move them around the setting to extend their learning.

Subject Leaders

All subject leaders in school take responsibility for the learning that happens in EYFS in their subject area. This involves them mapping out the content which is delivered in the Early Years as well as mapping out how this is covered. They also have a good understanding about how their subject area is delivered in the Early Years.

Structure of the EYFS

We offer 3-hour sessions, 5 days a week for children aged 3 and 4 years old in our nursery. Children can start nursery the term after their third birthday. This equates to 15 hours. Our reception children start full time school during the academic year in which they are 5 years old.

Written by: Ian Robson

Date: 02/01/2024

Approved by:

Date:

Date to be reviewed: Jan 2027

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 supporting pupils with medical conditions 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
Procedure for dealing with concerns and complaints	See complaints policy