Charlwood Village Primary School
Early Years Foundation Stage Policy

Policy Name	Early Years Foundation Stage Policy
Policy Owner	Headteacher
Governing Body or Working Group Approval	Full Governing Body (C&L)
Last Reviewed	~~Spring 2025~~Autumn 2025
Next Review Date	Autumn 2026~~5~~
Status and Review	Statutory and annually
Policy Source	

At Charlwood Village Primary School we believe...

> ***In "providing children with a safe and stimulating environment where children can flourish. We pride ourselves in listening to children and those who care for them. Using this information we personalise each child's learning.***
> ***That learning should be fun and we strongly believe in first-hand learning, valuing the importance of the outdoor environment to develop children's thinking and problem solving skills.***
> ***that every child is unique and should be treated so, thus allowing them the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined.***
> ***in the importance of practical learning experiences and strive to equip children with a love of learning and a natural curiosity.***
> ***in and are committed to giving our children the best possible start to their school life, teaching them the skills which ensure their well-being now and their success in the future".***

The Early Years Foundation Stage is a special and important part of every child's "learning journey". It allows time for children to explore and engage with the world at their own pace. It supports children as they make connections, build relationships and become confident in themselves and their skills. It provides new experiences and challenges. It encourages children to develop their own ideas and follow their own initiative. It also lays the foundation of key literacy and numeracy skills, which are necessary for future learning.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and resources in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected. There are seven areas of learning in the EYFS curriculum – three prime areas and four specific areas. In September 2021 the government made some changes to the EYFS curriculum and Charlwood Village Primary follows this revised curriculum.

Prime Areas:

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

Specific areas:

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

These seven areas of learning are equally important and depend upon each other to support a rounded approach to a child's development. All the areas are delivered through planned, purposeful play, which is predominantly child-led. We aim to harness children's natural curiosity and motivation, and to capitalise on their strengths and interests in order to promote positive attitudes to learning. We encourage children to be independent, confident and resilient. These attributes will provide a strong foundation for future learning.

The EYFS is based on four principles:

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

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development

A Unique Child

At Charlwood Village Primary School we recognise that 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. As children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as Be Inspired assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion
We value the diversity of individuals within the school community and do not discriminate against children because of 'differences'. All children at Charlwood Village Primary School are treated fairly regardless of ethnicity, religion, gender 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 EYFS, we set realistic and challenging expectations that meet the needs of all of our children. We achieve this by planning to meet the needs of 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;
- planning opportunities which challenge stereotypes and ensure any gender gaps are closed;
- 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 each child 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.

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. (To be read in conjunction with the Child Protection Policy).

Welfare

"*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

At Charlwood Village Primary School, we understand that we are legally required to comply with certain safety and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage March 2021.

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 DBS checked.
- 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.

We endeavour to meet all these requirements.

Positive Relationships

At Charlwood Village Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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:

- talking to parents about their child before their child starts in our school;
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- offering and promoting visits to all children in their home setting prior to their starting school;
- offering and promoting the opportunity for the children to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's learning folders/Tapestry app;
- parents are encouraged to share what and how their child is learning outside of the school environment through the Tapestry app;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the autumn and spring terms, where the child's progress can be discussed in private with the teacher. At this meeting the parent will receive the Next Steps for each of the 7 Areas of Learning for their child, of which a copy is kept in the child's individual folder. Parents receive a report on their child's attainment and progress at the end of each school year and are invited to meet with the teacher if they have any concerns;
- encouraging parents to talk with the child's teacher if there are any concerns at other times of the year. In EYFS, an open-door policy is applied so that parents can book meetings with the class teacher (in addition to formal meeting times), if needed.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: assemblies, Sports Day, class assemblies etc.

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 our school, the EYFS teacher acts as 'Key Person' to all children in EYFS, supported by the Teaching Assistant.

We have good links with Charlwood Preschool and other local nurseries. Visits are undertaken by the EYFS teacher and Head teacher. The EYFS teacher meets with staff to discuss new intake children.

Enabling Environment

At Charlwood Village 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.

Observation, Assessment and Planning

The Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, but the teacher may alter these Medium Term Plans (MTPs) in response to the needs (achievements and interests) of the children. This will be indicated on the weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded on the Tapestry app and any child-initiated learning is kept in the relevant folders.

At Charlwood Village Primary School, we use the Development Matters in the Early Years Foundation Stage (EYFS) to record judgements against reception age Early Learning Goals (ELGs).

Baseline Assessment

We use our professional knowledge to make an on- entry judgement of every child for each of the different areas of learning. The information will largely be gathered during the first 3 weeks in school through our observations, interactions and every day activities. This information is then used to show the progress of each child for all areas of learning. In addition to the teacher's own assessments, the government now requires all children starting school to complete an on –entry Reception Baseline Assessment (RBA). This is an on-line assessment carried out by the class teacher and is automatically sent through to the DfE. The assessment takes about 20 minutes for each child and covers Communication and Language, Literacy and Mathematical tasks.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the reception year ELGs. At the end of the year, children will be assessed against the seventeen ELGs as to whether they are 'at expected' or not. Characteristics of Learning are also included in the end of the year report to parents. Parents have the opportunity to discuss these judgements with the EYFS teacher at the end of the summer term should they need to.

The Learning Environment

The EYFS classroom 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 classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed 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 a chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors on a free-flow basis, that help the children to develop in all seven areas of learning. We also use other outdoor 'green' areas of our school and local community to enhance learning eg a Spring walk around the local village.

Teaching and Learning Style

Our policy on teaching and learning (which forms part of our Assessment for Learning Policy) defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play

"The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration."

Development Matters
September 2024

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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.

C*haracteristic of Learning*

The Characteristics of Learning are divided into three areas

- 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

Success Criteria

We will know this policy is effective when

- all children make appropriate progress towards Early Learning Goals

- plans are available and are evident in classroom practice
- Learning Journey folders and the Tapestry app represent ongoing evidence of each child's learning journey
- intervention programmes are well-planned and targeted and meet the needs of specific children evidenced in provision maps
- the learning environment is rich, challenging and supportive and links between home and school are strong

Policies

This policy should be read in conjunction with the following policies – Assessment for Learning, Equal Opportunities, Child Protection, Health and Safety and Special Educational Needs policies. It takes in to account Statutory Framework for the Early Years Foundation Stage September 2021 and Development Matters in the Early Years Foundation Stage (EYFS) July 2021.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Head teacher and EYFS leader, and it will be reviewed on an annual basis.