

Legsby Primary School

EYFS (Foundation Stage) Policy

<u>Policy Information</u>			
Reviewed date	September 2023	Next review due	October 2025
Cycle of Review:	Bi-Annual	Agreed at Governors:	28/09/2023

Introduction

This document outlines the purpose, nature and management of Early Years Education in our school.

- the implementation of this policy is the responsibility of Key Stage 1 teaching and ancillary staff
- Early Years education is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child, with no single area standing in isolation from the others
- the Early Years Curriculum is designed to enable children to progress towards the Early Learning Goals set out in DfE Practice Guidance for EYFS [Early Years Foundation Stage]

Provision for all children will be based on an assessment of their individual needs. Children whose achievements exceed the Early Learning Goals will be provided with opportunities to extend their knowledge, skills and understanding in line with the National Curriculum Programmes of Study for Key Stage 1. Children identified as having Special Needs who require extended provision at the Foundation Stage, after the completion of their reception year, will continue to work towards the Early Learning Goals as appropriate.

We follow the new statutory EYFS framework, implemented in September 2021.

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978222/statutory-framework-for-the-early-years-foundation-stage.pdf)

Aims

As a school we aim to provide a happy, secure and stimulating environment in which our Early Years Children will:

- develop a positive self-image and learn to interact effectively with others
- develop a sense of values, including: fairness, justice, kindness, honesty and respect
- develop positive relationships with both adults and peers
- develop a positive attitude to learning and become confident, enquiring, creative thinkers
- develop effective communication skills
- develop the confidence to organise themselves and learn to take responsibility for their own actions
- develop respect for equipment and resources, learning how to use them correctly, safely and responsibly
- develop a sense of independence when initiating activities
- develop equality and opportunities for all learners
- develop a framework for successful partnerships
- develop a secure foundation for future learning

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Implementation

Prior to the enrolment of Foundation Stage children relevant Legsby FS staff consistently work alongside members of the local Early Years Transition Programme (EYTP). EYFS staff also ensure home visits take place to ensure a smooth transition. Termly meetings, visits to other service providers and the sharing of information and resources all ensure that transition from playgroups and nurseries runs smoothly and in a structured way.

Throughout the Early Years, emphasis will be placed on learning through first hand experience and active involvement in practical activities. Recording will only take place when it forms an integral part of the task in which the children are engaged.

Principles which guide the work of EYFS practitioners are grouped into characteristics of effective learning:

Playing and exploring
Active learning
Creating and thinking critically

- Planning is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics set out below.

Prime areas of learning:

Communication and language
Physical development
Personal, social and emotional development.

The specific areas of learning:

Literacy
Mathematics
Understanding the world
Expressive arts and design

The learning characteristics:

Playing and exploring
Active learning
Creating and thinking critically

A completed EYFS profile consists of 20 items of information, the attainment of each child in relation to the 17 Early Learning descriptors, together with a short narrative describing the child's three learning characteristics. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the reception year (expected) or not yet reaching this level (emerging.)

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- activities and experiences will be linked to whole class topics and themes
- the curriculum will be planned to encourage full and active participation of all children, regardless of race, gender or ability
- emphasis will be placed on providing a rich and stimulating environment in which children will be provided with the opportunity to plan and initiate activities themselves as well as engage in activities planned by adults.
- activities will be differentiated in line with school policy and take into account developmental needs
- regular ongoing observations and assessments will take place in line with the school's assessment policy
- learning objectives will be identified as a basis for structuring provision for play
- quality play opportunities, instigated by children, will be developed through sensitive adult support and appropriate intervention
- adults will have high expectations of all children which they will communicate through praise and positive encouragement, as appropriate
- parents will be actively encouraged to participate as partners in their child's education
- KS1 staff will provide parents with home book designed to offer ways to support children's development
- KS1 staff will visit the homes of pre-school children in the term before admission to explain the Early Years Policy, to answer queries and to establish a positive rapport with each family
- Opportunities for both indoor and outdoor play will be provided.

Assessment and Reporting.

EYFS practitioners will provide a secure system to collect and submit EYFS profile data for every child at the end of EYFS. This will be in the form of an on entry baseline assessment and a final assessment at the end of the academic year. The EYFS practitioner will submit final data to the LA.