



CHALK RIDGE PRIMARY SCHOOL

Early Years Foundation Stage Policy

Agreed by governors: November 2021

Reviewed: November 2021

Review: November 2022

“Every child deserves the best possible start in life and support to reach their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

Introduction

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself. For young children there is no distinction between work and play.

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the foundation stage, many of these aspects of learning are brought together effectively through playing and talking.

Aims of the EYFS

In the EYFS we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child’s welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Fostering and nurturing children’s self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children’s independence and decision-making, supporting them to learn through their mistakes.
- Developing children’s understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different from their own.
- Understanding the importance of play in children’s learning and development.



- Providing learning experiences in play 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.
- Providing experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

The Early Years Foundation Stage framework

Teaching in the EYFS is delivered in accordance with the government’s statutory document. “The Statutory Framework for the Early Years Foundation Stage” (March 2021). This document is a principled approach to Early Years education, bringing together children’s welfare, and learning and development requirements through four themes: ‘A Unique Child’, ‘Positive Relationships’, ‘Enabling Environments’ and ‘Children Learn in Different Ways and at Different Rates.’.

The Foundation Stage curriculum underpins all future learning.

The 3 prime areas are:

- Communication and language;
- Physical development;
- Personal, social and emotional development;

The specific areas are:

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

Active Learning through play in the EYFS

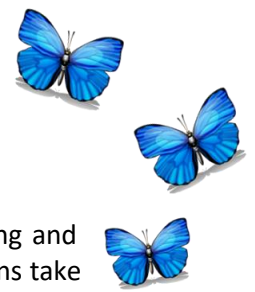
We organise the day to provide a balance between the following;

- 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.

At Chalk Ridge Primary School 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. Therefore, we believe that Early Years education should be as practical as possible and our Early Years Foundation Stage has an ethos of learning through play.

We recognise the importance of children’s play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery.



Assessment and Record Keeping

The main EYFS assessment method is through observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). All members of staff make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. All the Early Years team are involved in observing children. Observations are used 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, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

There is continuous monitoring and assessment of each child's development using a programme called 'Tapestry'. At the end of the year it provides a summary of every child's development and learning achievements.

Parents receive an annual report that offers comments on each child's progress in Communication, Literacy, Maths and the Characteristics of Effective Learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June each year.

Planning

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year.

Medium term planning is created and takes into account an individual child's learning and developmental needs. All Areas of Learning and Development are planned for and available to access within the classroom. A two weekly plan provides learning opportunities which include a range of adult focused and child initiated activities indoors. The school also makes use of the outdoor environment whenever possible. An indoor and outdoor plan ensures all areas of learning are covered in the indoor and outdoor area and clearly linked to the two weekly planning. Daily phonics is planned for all children with equal emphasis on reading and writing in phonics this planning is linked to the phases of letters and sounds.

Parents as Partners

At Chalk Ridge Primary School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. All Early Years members of staff endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. We encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.



Parents are kept informed of what is happening in the school through letters, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the school. Whole school newsletters are also sent home on a weekly basis.

Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow teachers and parents to discuss how children have settled into school. Another parent's evening takes place during the summer term where teachers will feedback on children's learning and development progress.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. Parents may be invited into the school on other occasions such as class assemblies where children show them their work and special events.

The school has a friendly, open-doors ethos and the Early Years members of staff are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

Admissions and Induction

Chalk Ridge 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.

Before they start in the school, all children are offered a series of stay and play sessions during the summer term. The purpose of these initial visits is for the children to meet their new teachers and learning support assistants and start to become familiar with the classroom environment. The aim of these visits is to support staff in developing their knowledge and understanding of each child in order to make the transition period to Chalk Ridge Primary School as smooth as possible.

In the summer term parents are invited into school to meet the teachers and learning support assistants. At this meeting information regarding the induction process and what goes on in the school is shared. There is also time for informal chat and parents' questions. Information packs will be distributed to parents at this meeting, detailing school routines and expectations. Booklets for children to complete with parents will also be given out as another way to help staff gain knowledge and understanding of each individual child.

In September the class teachers and learning support assistants visit the children at home; this helps find out key valuable information about the children before they start school. It also helps staff to build relationships with parents and children before they begin school. From September children attend the school part-time, then full time. This induction process is completed within a week, though parents can opt for their child to attend full-time should they see fit. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the school. Established routines, a calm atmosphere and encouraging talk are some of the strategies members of staff use to maintain children's positive feelings about school.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This Governor will discuss EYFS practice with the Early Years staff regularly and provide feedback to the whole Governing Body, raising any issues that require

discussion. The Headteacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

