

Love of Learning, Love of Life, Love of One Another
'Life in all its fullness' John 10:10.



EYFS Policy

Date Agreed by Governing Body : This policy will be reviewed every year and is due for renewal in the 2025/2026 Academic Year at GB1

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Introduction

At Ashlands Church of England Primary School in partnership with parents and careers, we enable the children joining us to begin the process of becoming active learners for life.

They EYFS is based upon four principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates.

A Unique Child.

At Ashlands, we recognise that every child can become a competent learning who can be resilient, capable, confident and self-assured. We recognize that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments, alongside feedback from others and building links between home and school.

We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop positive attitude to learning and high self-esteem.

During their first year of school, the children are introduced to learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset and are taught that everyone can learn with practice and effort.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. Children are treated as individuals and have equal access to all provisions available. Teachers plan to enable all children to access the learning and to achieve as highly as possible. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.

In the EYFS we have realistic and challenging expectations and meet the needs of all of our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of opportunities and environments to motivate and support children and to help them learn effectively
- Providing a safe and supportive learning environment in which each child's contribution is valued
- Monitoring children's progress and taking action to provide support as necessary

Positive Relationships

At Ashlands Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

We recognise the important role parents have played, and their future roles, in educating children. We

do this through:

- By talking to parents about their child before their child starts our school.
- Welcoming parents to talk about their child at any time to the class teacher in the first instance.
- Inviting the children to spend time with their teacher in the classroom before starting at school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Encouraging parents to attend all consultation meetings to discuss their child's progress.
- Providing parents with a written report on their child's attainment and progress at the end of each year.
- Sharing our approach to reading.
- Informing parents through access to termly planning and letters.

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with the local feeder pre-schools and regular visits are undertaken throughout the year. The EYFS teacher meets with staff to discuss children, planning, policies, and progress throughout the year. At Ashlands Primary School, we strive to improve our provision and practice through regular team meetings with CISP schools EY departments, attending courses and moderation and through termly online meetings.

Enabling Environments

At Ashlands Primary School we recognise that the environment in Early Years plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities to take place, reflecting on the topic being taught. Also allowing for the opportunity to develop gross motor skills, fine motor skills, communication, and social skills ect. We provide stimulating resources which are accessible and open-ended so they can be used, moved, and combined in a variety of ways.

The EYFS outdoor learning areas have been carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn and with what resources. All activities are based upon current assessment, and all have a main learning intention that can be accessed with and without adult support. We encourage child-initiated activities and adapt/enhance our continuous provision accordingly.

Planning

Planning within the EYFS starts with the EYFS Educational Programmes for each area of learning, this then informs the medium term plans in conjunction with KS1. Medium Term Plans are written half-termly and used by the EYFS teacher as a guide for weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum and are shared with all EYFS staff.

Appropriate resources in the EY environments are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly-structured, adult led, child led or child-initiated learning. The whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities. Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning. Planning considers children with individual needs in line with the Inclusion Policy.

Assessment

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent, targeted and adult-led learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms. Each child's progress is recorded against the 17 assessment scales derived from the Early Learning Goals.

Ashlands Primary School currently use NFER baseline scheme to assess the children within the first few weeks on entry into school. This assessment will inform us of the children's emotional needs, as well as, academic attainment at point of entry.

We ensure our end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction.
- Our environment enables the child to flourish to their full capacity.
- Our assessments ensure a range of contributors.
- Moderation with the senior leadership team and Local Authority.

Transition

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date. At Ashlands Primary School we have created good links with our main feeder pre-schools.

To ensure the best possible transition we:

- Value the parent as the first educator of their child.
- Visit pre-schools and nurseries to meet children in a familiar setting.
- Share important information about our school during new parents meeting.
- Use written information sent by pre-schools to inform early planning.
- Hold a series of 'taster' sessions for children.
- Share information in a transition meeting with key adults for children with additional needs.
- Meet with every parent and child before beginning school.

Learning Development

At Ashlands Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

Areas of Learning - The EYFS is made up of seven areas of learning:

Prime Areas

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

Specific Areas

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

These areas are delivered throughout the focus topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. The EYFS class has its own outdoor area used all year round and in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active, linking the indoors and outdoors together.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning, and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning 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.

Procedure

Role of the Governing Body	<p>The GB has:</p> <ul style="list-style-type: none"> • Nominated a link governor to visit the school regularly, to liaise with the Early Years Lead and to report back to the GB.
Role of the Early Years Lead	<p>The Early Years Lead will:</p> <ul style="list-style-type: none"> • Lead the development of the Foundation Stage; • Provide guidance and support to all staff; • Keep up to date with new developments and resources; • Review and monitor by discussion with staff; • Meet regularly with the head teacher to discuss children’s progress; • Annually report to the GB on success and development of the foundation stage; • Be available on a daily basis to meet and greet parents/carers; • Liaise with local preschools and plan induction programmes for new starters and their families.
Role of Teaching and Support Staff	<p>The teaching and support staff work:</p> <ul style="list-style-type: none"> • Together as a team in conjunction with the Early Years Lead. • To promote confident and independent learners; • To create a learning environment that reflects learning across all seven areas of the curriculum.
Organisation	<ul style="list-style-type: none"> • The Early Years Lead is responsible for the management of the foundation stage area. • The area covers one classroom and an outdoor area is staffed by the teacher or the teaching assistants.