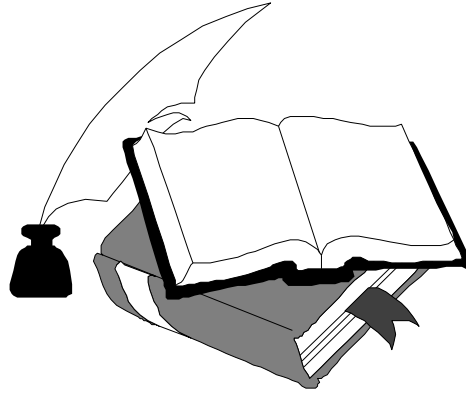


Alderman Payne Primary School



Early Years Foundation Stage Policy

Date reviewed: March 2025

Next review: March 2027

Alderman Payne Primary School
Early Years Foundation Stage Policy

Every child deserves the best possible start in life and support to achieve their full potential. The early years are a critical stage for early experiences which follow children throughout their lives. Children need a secure, safe and happy childhood which is important in its own right, and provides the foundation for children to thrive and to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, most children join our Preschool class but all children join the Reception class at the beginning of the year in which they have their fifth birthday.

We adhere to the Statutory Framework for the Early Years Foundation Stage 2024 and the four guiding principles that shape practice within Early Years settings.

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

Throughout Alderman Payne Primary School, children's learning is also linked to our "Five Fabulous Foundations." These are skills and dispositions which we believe will help them to achieve their full potential. They are;

Resilience and Perseverance

Reading

Respect

Wider World

Inquisitiveness

A Unique Child

At Alderman Payne 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 and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement as well as celebrations and sharing assemblies to encourage children to develop a positive attitude to learning.

Inclusion

We recognise, value and celebrate the diversity of individuals within our school. All children at Alderman Payne Primary School are treated fairly whatever their race, religion or ability. We believe that all our children matter and we give them every opportunity to achieve their best. We do this by taking account of our children's interests and life experiences when planning for their learning.

In the EYFS we have realistic yet 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 wide ranging 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 range of teaching strategies based on children's learning needs
- providing a 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
- 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 when necessary through different support agencies

It is important to us that all children in the school are 'safe'. We work with our children to mutually agree boundaries and expectations and discuss the importance of why these exist. We have three school rules which we model to and with the children. These are:

Ready

Respectful

Safe

We provide children with choices to help them develop these important life skills. 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.

Safeguarding, Welfare and Risk Assessment

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 Alderman Payne Primary School, we understand that we are legally required to comply with specific welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2024. We understand that we are required to:

- safeguard and 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 to 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 and that the correct adult/child ratios are maintained
- ensure that the premises, environment 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.

We endeavour to meet all these requirements. All staff have a copy of and are aware of our Child Protection and Safeguarding Policy. Our EYFS class carries out visual risk assessments for both indoors and outdoors. The children are also involved in checking their working environment is safe and secure.

Staff Development

Staff are made aware of any relevant courses to support their own CPD and are supported and encouraged to participate. All Foundation Stage staff attend regular Key Stage meetings where the coordinator notifies them of any changes in procedures or planning. Using the principles and guidance from the Statutory Guidance, Development Matters and Birth to 5 Matters, staff work together to moderate observations, discuss how evidence will be gathered and link observations to areas of learning and ages and stages. The aim is to build confidence in all staff working in the EYFS and ensure that all members of the team feel valued and purposeful.

Positive Relationships

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

Staff involved with the EYFS aim to develop warm, trusting relationships with all children, interacting positively with them and taking time to listen. We know this is crucial to effective learning. At our school the EYFS teachers, supported by TA's, are the key workers for the class group. Our adults play a key role in supporting children through. Throughout the year, we have a range of themed days to support working together, including activities with other classes within the school. Through these opportunities, all members of staff and working areas become familiar to the children.

At break times and lunch times, the children in Reception join the wider school community for outdoor play. This vital part of the school day fosters the sense of a school community and belonging.

During transition to our school, Reception staff work closely pre-school childcare settings as well as parents to gather evidence for the child's Learning Journal and to make the transition to school as smooth as possible. Children who are new to Alderman Payne Primary School are encouraged to visit the setting and spend time getting to know the key adults and school environment before they begin.

Parents as Partners

We know that parents are children's first and most enduring educators and we value the contribution they make, recognising the role they have played and their future role in educating the children. We do this through:

- inviting all parents to an induction meeting during the term before their child starts school where we explain the importance of home school liaison during the Foundation Stage
- sharing the child's Online Learning Journal
- providing parent-teacher consultation meetings where the parent can discuss the child's progress in private with the teacher.
- providing parents with a report on their child's attainment and progress at the end of each school year
- inviting parents to our parent assemblies

Enabling Environments

At Alderman Payne Primary School, we recognise that a rich and varied environment plays a key role in supporting learning and development. We aim to make the environment safe, secure yet challenging, both indoors and out. The environment is recognized as an important resource to enable children to apply their learning independently whilst developing curiosity, exploration and problem solving.

The Reception classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and rest. The classroom is set up so the children can select equipment and resources independently plus take part in adult supported activities. The class has their own enclosed outdoor area which is a valued resource used to extend the learning experience. This offers the children further opportunities to explore, use their senses and be physically active and exuberant. Further to the class specific area, the children have access to the wider school grounds.

Learning and Development

Teaching and Learning Style

We feel the following are key to teaching and learning in our Foundation Stage setting:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- a real understanding of how children develop and learn at this age, and how this impacts upon teaching
- A mixture of short, interactive teacher led learning, adult led activities with individuals or small groups and child-initiated learning
- the range of approaches used that provide first-hand experiences 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
- encouraging children to communicate and talk about their learning, and to develop independence and self-management
- the impact an appropriate and accessible indoor and outdoor space, facilities and equipment has on learning
- the identification of the progress and future learning needs of children through observation
- the good relationships between our school and the settings that our children experience prior to joining our school
- close liaison to ensure a happy, effective transition where information is shared. Transitions are supported into school and also into Year 1 where children will learn the National Curriculum.

Play and Active learning

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. As practitioners in the Foundation Stage we plan for physical and mental challenges through play, appreciating that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. We foster speech and communication skills along with personal, social and emotional development through interactions during play.

Through play our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, 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 relive experiences in controlled and safe situations.

When children have opportunities to develop their curiosity and test their ideas in different situations and with a range of resources, they are empowered to develop their thinking, make connections and come to new and better understandings and ways of doing things. Adult support in this process scaffolds their ability to think critically, test hypotheses and ask questions.

Reading

Early Reading is of utmost importance and is recognized as a foundation for future learning and success. Children learn phonics through the Read Write Inc curriculum, starting with whole class teaching. As the programme progresses, children are assessed and taught according to ability where they have access to resources and books which match their phonic awareness and skills. Children have access to a wide variety of books in the classroom and through the school library and listen to stories regularly.

Our learning curriculum is story and book focused allowing children to develop a love of literature and an understanding of different texts including fiction, non-fiction and traditional tales of a range of stories. Through books, children develop their understanding of the local, national and wider world and of life in the past and present.

Observation, Interactions, Assessment and Planning

On entry to Reception, children complete the DfE Reception Baseline Assessment within the first six weeks of starting, regardless of which term they begin school. The Reception baseline is a short assessment, usually lasting less than 10 minutes. The tasks assess skills in literacy, communication and language and mathematics. The assessment enables children to demonstrate their understanding and skills using a variety of strategies to complete the within meaningful contexts. It is made up of a series of task-based activities supported by age-appropriate resources. The teacher initiates the activity and completes an online record identifying if the skill was demonstrated through a yes/no selection. The online system provides the assessment tasks to the results inputted and therefore children may not complete all of the tasks.

The Reception baseline is designed as a tool to assess progress over the course of a child's education at school level rather than designed for parents. However, teachers can use these initial assessments to gauge a child's skills on entry to school and to inform planning.

This begins by observing and interacting with the children and assessing their interests, development and learning to inform our planning of challenging but achievable activities and experiences.

Observational assessment involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and as they demonstrate their specific knowledge, skills and understanding.

Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

The planning within the EYFS is sequential and supports the progression of skills and knowledge in line with the Early Years Foundation Stage. The plans are used by the EYFS teachers as a guide for weekly planning and focused observations and interactions. However, the teachers may alter these plans in response to the needs, achievements and interests of the children. This will be indicated on weekly plans.

Observations and information are gathered through interactions with adults in the child's individual Online Learning Journal and through class assessment. These observations provide the formative assessment of the children. They also contain information provided by parents and other settings. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. The key assessment tool in the EYFS is our knowledge of the children through observations and interactions and is carried out by all the adults in the setting. These observations are obtained and recorded in a variety of ways. These include:

- individual observations
- group observations
- website page to share generic activities and learning with parents

The vast majority of assessments are recorded on Tapestry, our online learning journal. Tapestry is used to build a very special record of a child's experiences, development and learning journey through their EYFS education. Using photos, videos and diary entries, all members of the EYFS team, along with the child's parents, 'weave' the story of the child and how they are growing and developing. The Tapestry platform then works to enable these memories to be kept as a permanent record of each child's unique journey. All information held in the platform is stored securely, and can be

downloaded and shared as required. Parents are able to view online their child's progress, whilst also uploading their own comments and media to share learning from home.

At the end of the Reception year at Alderman Payne Primary School, teachers assess their children against the Early Learning Goals within the Early Years Profile. Within the final term of Reception, we provide a written summary to parents relating to each area of the curriculum and the characteristics of effective learning.

The EYFS Profile

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It 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:

The 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

Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

The learning characteristics and the prime and specific areas of learning are all interconnected.

A completed EYFS Profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 Early Learning Goals (ELG) descriptors, together with a short narrative describing the child's three learning characteristics.

Assessments will be based on teacher's knowledge of the children and their experiences, the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives including those of the child, parents and carers and other adults who have significant interactions with the child.

Formative assessments at the end of the EYFS will be recorded in the school's data management system: - Autumn A, end of Autumn term, end of Spring term; end of profile in summer term before 30th June.

Each ELG is considered as a whole to create the most accurate picture of the child's overall embedded learning. 'Best fit' judgement does not mean that the child has to show equal mastery of all aspects of the ELG.

For each ELG, a judgement is made 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).

The completed EYFS Profile will include a short commentary on each child's skills and abilities in relation to the Characteristics of Effective Learning. These illustrate the children's aptitudes and dispositions to their learning which will support future curriculum planning and provide the Year 1 teacher with important information about each child's approach to learning.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. However, it is the responsibility of the EYFS coordinator and Head teacher to monitor this Key Stage as part of the whole school monitoring schedule. The coordinator will inform staff of recent changes, meetings and information needed and provide training for all staff in observing and making and moderating judgements. The EYFS teacher will work together to interpret data and analyse the impact this has on future planning.

This policy will be reviewed every two years to ensure that it is up to date, or sooner in line with any changes in statutory guidance.