



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working **together** to be the **best** that we can be.*

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

# Early Years Foundation Stage (EYFS) policy

Approved by:

Governing Board

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## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS at the Goldsbrough Sicklinghall Federation:

EYFS at Sicklinghall Community Primary School forms part of the 'Cherry Blossom' Continuous Provision. There is a Class teacher and a HTLT as well as one other General Teaching Assistant.

At Goldsbrough CE Primary School, EYFS are in their own classroom.

## 4. Curriculum

From September 2021 we have adhered and followed the expectations of the new EYFS Framework 2021. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are appreciated as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development

- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics

- Understanding the world

- Expressive arts and design

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life. Children will play and explore their environment showing engagement by:

- finding out and exploring

- play with what they know

- be willing to 'have a go'

Children will be active learners, showing motivation by:

- being involved and concentrating

- keeping on trying

- enjoying achieving what they set out to do

Children will be creators and think critically by:

- having their own ideas • making links

- choosing ways to do things

As adults we support our children by:

- fostering a desire to learn by nurturing active questioning and an awareness of the world around them.

- encouraging children to express their thoughts and ideas in a variety of situations.

- helping children to become competent speakers and listeners.

- developing confidence by praising success and encouraging effort.

- learning through play and experience learning first hand.

I hear, I forget

I see, I remember

I do, I understand

## 4.1 Planning

Our curriculum for the Foundation Stage follows the guidance set out in the Early Years Foundation Stage. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. The Early Learning Goals form part of the National Curriculum and are in line with the objectives stated in the Primary Framework for Literacy and Mathematics. The children's interests inform planning for both groups and individuals. Our medium-term planning is completed half-termly which identifies the intended learning for children working towards the Early Learning Goals.

At the **Goldsborough Sicklinghall Federation**, we plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources and an appropriate range of activities are provided. The outdoor space is planned to give children opportunities for doing things in different ways on different scales. We use materials

and equipment that reflect both the community that the children come from and the wider world. Resources and activities are planned based on children's interests and the half termly topic.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 4.2 Teaching

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we follow the Early Excellence pedagogy and we have environments that provide continuous provision. Each learning area has cross-curricular resources, which children can access independently throughout the day. The classroom and outdoor area are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the school day.

We ensure that there is a balance between adult led and child-initiated activities across the day. We believe that even during child-initiated activities the adults' role and interaction with the children is essential as this helps to build the children's understanding and so guides new learning. The role of the adult is to continually model, demonstrate and question what the children are doing, either through participation in the children's game or encouraging the children to participate or complete a task with the adult. The children are taught through a number of different strategies that are both Early Years based as well as direct teaching and other more investigative project-based learning approaches.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## 5. Assessment

At the **Goldsborough Sicklinghall** Federation, ongoing assessment is an integral part of the learning and development processes. It is an essential and important part of the Early Years for children's learning and development. This involves practitioners observing children in a variety of opportunities to gain an understanding of each child's level of understanding. This happens throughout any taught session as well as during free exploration times when children are embedding and extending any previous learning. These observations and assessments will then be used to shape and alter any future learning.

Observations are taken using Tapestry to build a profile app, which allows us to observe, take photos and make notes while observing what the children are doing or saying. This allows us to build up a picture in a

variety of opportunities and areas and comment on what we feel are the next steps for the children. We are then able to share these experiences with the children's parents instantly, by uploading the observation to the children's learning journey.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. When Parents/carers and practitioners work together in reception, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information. We operate an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.

The children each have a Tapestry online learning journal and parents are regularly informed through this. We also provide a weekly update on the school website and on the school Twitter page. We actively encourage and celebrate learning observations on Tapestry that have been completed at home.

Half termly curriculum newsletters are also sent home at the start of each term, to inform parents how they can support learning at home.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

**We encourage parent partnership through:**

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open-door policy
- Maintaining an on-going dialogue
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to add entries to their child's online Learning Journal, Tapestry
- Encouraging parents to make use of the planners which is looked at daily by an EYFS staff member
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips

## 7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by **Gaby Bartlett** each year.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy