Crowmarsh Gifford C of E Primary School

EYFS Policy	
Approval by:	Governors
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Introduction

At Crowmarsh Gifford C.E. Primary school we believe that "every child deserves the best possible start in life and the support that enables them to fulfil their potential" (Statutory Framework for the Foundation Stage, 2021). We know that children are powerful learners, and that, with the right help, every child can make progress in their learning. (Statutory Framework for the Foundation Stage, 2021). Our overall aim is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which they play a central role. We are committed to an inclusive approach in which every child is valued, supported and challenged to achieve their potential, with learning adapted where appropriate so that all pupils can access, participate in and succeed within the curriculum.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (Statutory Framework for Early Years Foundation Stage, 2021) The Early Years Foundation Stage (EYFS) applies to children from birth to 5 years.

At Crowmarsh Gifford we understand that positive relationships and an enabling environment have a major impact on the learning and development of our unique children. "Every child deserves the best possible start in life and the support that enables them to fulfil their potential" (Statutory Framework for Early Years Foundation Stage, 2021). Our Early Years teachers and practitioners facilitate children to help them help themselves, enabling them to fulfil their potential to become lifelong independent learners who demonstrate the Characteristics of Effective Learning in all areas of learning. Children develop quickly in the early years of life and their experiences can have a major impact on their future.

The EYFS is based upon four overarching principles:

A Unique Child
At Crowmarsh Gifford school we understand that "every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured" (Statutory Framework for the Early Year foundation Stage, 2021). Children learn and develop in different ways and at varying rates. From the beginning of each child's learning journey at Crowmarsh Gifford we strive to ensure that we learn about their interests and motivations through conversations with parents/carers and through meetings with their previous care providers. As they continue their learning journey through foundation stage, observation enables us to recognise how the children are learning and to teach them how to learn in different ways. The children's dispositions and attitudes to learning can be influenced by feedback from people in their life. We use praise and encouragement, celebrating individual successes.

<u>Inclusion</u>
We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Crowmarsh Gifford Primary School are treated fairly regardless of race, religion or ability. All children and their families are valued within our school. In our school we believe that every child matters. We encourage and give our children every opportunity to 'be the best they can be'. We listen to the children; allowing them to share life experiences and goals. We use their ideas and take account of their life experiences when planning for learning. In the EYFS

we set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the individual needs of each child. 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 wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities and experiences to motivate and support children and to help them to learn effectively;
- Providing a safe, secure 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 all children including those whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Safeguarding and Welfare

At Crowmarsh Gifford within Early Years our practitioners take their responsibility to safeguard children seriously and the child's welfare is our paramount concern. We aim to educate children on boundaries, rules and limits and to help them understand why these exist. We provide children with choices to help them develop this important life skill. 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. This document should be read alongside the whole schools Safeguarding Children Policy.

"Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the people caring for them". (DfE, 2021)

At Crowmarsh Gifford C.E. Primary School, we understand that we are legally required to comply with certain welfare requirement as stated in the Statutory Framework for the Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, including the oral health of all children, preventing the spread of infection and taking appropriate action when children are ill.
- Ensure a first aid kit is available at all times with appropriate content.
- Ensure that at least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present.
- Manage children's behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or have unsupervised access to them are suitable to do so.
- Ensure the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child has a key person and that they can explore and actively engage in challenge learning tailored to meet their needs.
- Maintain records, policies and procedures required for the safe efficient management of the EYFS and to meet the needs of the children. We endeavour to meet all these requirements.

Screen Use in the EYFS

In line with the updated EYFS Statutory Framework, which requires providers to have regard to government guidance on children's screen use, our setting is committed to prioritising hands-on, practical learning experiences for all children.

Wherever possible, teaching and learning will take place through play, exploration, outdoor experiences, real-life interactions and adult-led practical activities rather than through screens. Digital technology will only be used intentionally and when it adds clear value to children's learning, development or inclusion. We recognise that young children learn best through active engagement, communication, physical activity and meaningful interactions with adults and their peers.

Our approach supports children's wellbeing, communication and language development, creativity, and understanding of the world while ensuring that screen use remains limited, purposeful and age-appropriate.

Transition

At Crowmarsh Gifford Primary School we believe that transitions are an extremely important time for a child. 'Every child is unique' so at Crowmarsh Gifford we ensure that the transition into the Foundation Stage suits the needs of each individual child through liaising with their parents/carers.

The children in our Pre – School and class R share an outdoor space. This provides valuable opportunities for children to develop positive relationships with all staff, thereby supporting positive transitions.

Joining Pre-School

Children joining Pre – School are offered three 'settling in sessions.' These visits are an opportunity for the child and their parent/carer to meet their keyperson, to become familiar with the setting and to share the information which will support the team to provide the best possible learning environment and experiences for the child. Following on from these visits, the parent and keyperson will discuss whether the child is ready to begin their full sessions as planned or would benefit from further settling in sessions.

Joining Primary School

Children joining Reception are given three opportunities during the Summer term to visit the classroom with their peers before starting school. These visits include two stay and play sessions where parents are invited to stay and a third session where parents are able to leave their child. During the summer term, prior to children starting school, the Foundation Stage team liaise with settings to talk to each child's key person at the setting. We aim to ensure that all our children settle well into school, building their confidence slowly within their new environment. Children are invited to start school in September as per the rest of the school however, bespoke transition plans can be made for children who may need a more relaxed transition. We understand that every child is unique and some children may require further transition time.

Transition to year One

Children transitioning into year one have informal opportunities to meet their new teachers through sharing books and discussions in their current familiar surroundings and becoming familiar with other adults during break time. Towards the end of the summer term Reception children visit their new classroom.

Positive Relationships

At Crowmarsh Gifford Primary School we recognise that children learn to be strong, independent individuals from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Each child is assigned a key person. Their role is to help ensure that every child's learning and care is tailored to meet their individual needs, to help them become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents, supporting them in guiding their child's development at home (Statutory Framework for the Early Years Foundation Stage 2021).

In Pre – School, The Early Years teacher and practitioners are the key person to a group of children. In primary school, the EYFS teacher and two teaching assistants are the 'key person' to a group of children in EYFS.

Each key person is responsible for keeping their key child's 'Tapestry' journal up to date and where possible will be available at parent meetings to discuss learning and development and next steps.

Parents as Partners

We recognise that parents are children's first and most enduring educators and the contribution they make towards their child's learning and development is invaluable. We actively encourage parents to support and engage their children in learning through

- Talking to parents about their child before their child starts in our school.
- Giving the children the opportunity of spending quality time in the setting with their parents/carers before starting school.
- Inviting all parents to a series of induction meetings during the term before their child starts school;
- Encouraging parents to talk to the child's keyperson if there are any concerns;
- Formal meeting in the Autumn and Spring terms at which the class teacher talks about the curriculum;
- Parents receive a written report on their child's attainment and progress on leaving Pre-School and at the end of the Foundation Stage

- Subject based meetings: Reading, phonics, mathematics to support parents on how they can help their child at home.
- Suggested home learning, sent to parents via tapestry.
- Encouraging parents to contribute to the assessment record of their child through Tapestry observations.
- Open classrooms every term.
- Class teacher being available for parents to meet with any question, concerns or queries. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments
In the Foundation Stage we recognise that the environment plays a key role in supporting and extending the children's development. Through observation, we assess the children's interests, stages of development, learning needs and how they are learning. We plan challenging, achievable experiences and capture opportunities within the moment to extend children's learning. We adapt the continuous provision to extend the children's learning and to encourage and develop their exploration, motivation, creative and critical thinking.

The Learning Environment
The EYFS indoor and outdoor classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is organised into learning areas, where children are able to select equipment and resources independently. Display is used in different ways to support the children's current learning.

Learning and Development
In the Foundation Stage we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are linked.

Teaching and Learning Style
Our policy on teaching for learning defines the features of effective teaching for learning in our school. It focuses on meaningful communication and the significance of purposeful talk in establishing a learning culture, building motivation and involving learners actively in their own learning. These features apply to teaching for learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2.

Observation, Assessment and Planning
Across the EYFS, planning is based around half termly themes which feed into the whole school curriculum. These themes have been carefully chosen to reflect the cultural capital of children attending Crowmarsh Gifford School.
All planning across Pre-school and Reception also reflects children's individual needs and interests. It is aimed at helping children to achieve their next steps, as identified by their key person.
These plans are used by the EYFS teacher as a guide for weekly planning; however, the teacher alters these in response to the needs (achievements and changing interests) of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of observation. Relevant (WOW moments) snap shot observations and photographs of work are added to Tapestry to create an individual Learning Journey for all children. This information then supports practitioners to monitor the learning of each individual child.

Characteristics of Effective Learning
We support our children to develop the Characteristics of Effective Learning in all areas of the Foundation Stage Curriculum.

Playing and Exploring
We encourage children to investigate, experience opportunities and 'have a go.

Active Learning
During Foundation Stage our children develop the ability to concentrate and keep on trying if and when they encounter difficulties and to enjoy their achievements.

Creating and Thinking Critically
Practitioners model having and developing ideas, making links between ideas and experiences and developing strategies for achieving a goal. The children develop these skills during their time in Foundation Stage and begin to independently use these skills.

Areas of Learning and Development

There are seven areas of learning and development that shape early educational programmes in early years. All areas of learning and development are important and interconnected:
The seven areas are divided into three prime areas and four specific areas:

Prime Areas
The Prime areas of learning and development are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Foundation Stage, 2021)

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

The three prime areas are strengthened and applied in the specific areas

Specific areas

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

All areas of learning are delivered through adult led and child initiated activities, in Foundation Stage. The percentage of each changes over the duration of the year to suit the needs of the children and to ensure their readiness for moving on to Class R/Year One

In each area there is an Early Learning Goal that defines the expectations for the end of the EYFS.

Monitoring and Review
It is the responsibility of the Foundation teachers to follow the principles stated in this policy. There is a named governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Headteacher and subject co-ordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.