



**Newbottle and Charlton
C.E.V.A. Primary School**

*Every Person Matters, Every Moment Counts
'I can do all this through him that gives me strength'*

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EARLY YEARS FOUNDATION STAGE (EYFS) POLICY (Statutory)

Adopted by the Governing Body on [Date]:	
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Early Years Foundation Stage policy

Introduction

The early years foundation stage (EYFS) applies to children from birth to the end of the Reception year. By using a holistic approach, which encompasses all learning and development, it provides the children with the building blocks needed for the rest of their schooling. This policy details how we at Newbottle and Charlton Primary School use the Early Years Foundation Stage to give all children the best possible start in life.

Aims of the Early Years Foundation Stage

Every child deserves the best possible start in life. They need to be safe, secure, healthy and happy and their time in school should enable them to fulfil their potential through a variety of learning approaches. At Newbottle and Charlton Primary School, we recognise that early education is vital in providing the foundation for both life and education.

We aim to support each child by:

- Recognising that all children are unique and wonderful.
- Supporting children at their varying rates of development.
- Providing a safe, secure and nurturing environment.
- Developing nurturing relationships where children know they are valued and cared for.
- Knowing the children's interests and using these to inspire learning.
- Supporting them in their development of social skills when playing and interacting.
- Encouraging a growth mindset and learning through mistakes.
- Fostering their self-regulation, self-belief and confidence.
- Providing opportunities to understand how to respect others, including those with different beliefs, cultures and opinions.
- Providing opportunities to develop respect for the environment and the world around them.
- Inspiring curiosity in the wonders of our world in ways which build upon their existing knowledge and understanding.
- Creating opportunities for children to take risks and challenge themselves.
- Using a range of environments to suit their needs both 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'. This is based on four overarching 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers education and care of all children in early years provision, including those with special educational needs and disabilities (SEND).

There are 7 areas of learning and development and these are split into 2 groups: the **prime areas** and **specific areas**. The prime areas are important for building the children's curiosity, enthusiasm and love of learning. It focusses on linguistic, physical, social and emotional development. The prime areas are then strengthened and applied through the specific areas.

The prime areas:

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

The specific areas:

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

All areas of learning and development are interlinked and shape the way we teach our children. This ensures the delivery of an all-inclusive, child centred curriculum where children feel safe, free to explore their interests, and make links in their learning to the world around them.

Learning through play

We recognise that play is an essential part to young children's learning and development and it gives them a safe way to explore new ideas, concepts and language. Play is an integral part of learning at Newbottle and Charlton Primary School as it can provide a multitude of ways for children to learn and flourish.

The classroom is set up for children to freely access any resources they need during their unstructured play – both inside and outside. This is designed so that children feel comfortable to explore and develop their interests, build their curiosity, gain self-confidence and independence.

We also provide more structured play opportunities so that children can apply newly acquired knowledge. By having the opportunity to show their learning

through play, the children are actively demonstrating their skills and level of understanding. Adults support the children by joining in with their play and gently challenging them to build upon their existing level of development.

Planning

The EYFS framework sets out the level of development children should be expected to have attained by the end of the EYFS – these are defined by the Early Learning Goals (ELGs). In order for the children to meet their Early Learning Goals at Newbottle and Charlton we plan a variety of termly themes which tie into the work being done in KS1. From here we assess what the children find particularly inspiring and exciting and use their own interests to plan for the short term. Planning can often be done in the moment through meaningful and skilled adult interactions.

Planning always covers all areas of learning and development and uses the whole environment. Through the use of continuous provision (resources and experiences that are constantly available), the adults in the environment can identify opportunities for learning which are created 'in the moment' and identify any areas of learning which may need extra support. Adult led activities are also planned in with a specific learning focus and normally involve a small group of children at a time. The children also have daily phonics and maths sessions as well as regular walks around the village, to the local woods and visits to the church.

Assessment

Children are predominately assessed through ongoing observations which are an integral part of the learning and development process. Through day-to-day observations, practitioners get to know the children's level of achievement and interests and can help shape the teaching and learning for each child.

Observations take place daily and are both planned and spontaneous. The Early Years Foundation Stage framework highlights the importance of spending more time interacting with children rather than taking breaks from interactions to record observations. Judgements on children's progress is based on the practitioners' observations during play and through planned activities. These observations will be used to complete the EYFS Profile at the end of the academic year.

The Reception Baseline assessment (RBA) is a short assessment taken within the first 6 weeks of Reception and will be some short activities completed 1:1 with the teacher. The practitioners will also make observations of the children in the first 6 weeks to form a baseline assessment of all areas of Learning and Development.

Parents as partners

As highlighted in the EYFS Framework, we recognise the importance of partnership working between practitioners and parents and/or carers. We value the role of the parent as the first and most important educator in their children's

lives and welcome parents into the classroom daily for at least the first term. To support an ongoing relationship with parents we:

- Offer induction sessions for both children and parents.
- Encourage parents to bring their children into the classroom and settle them to an activity each morning.
- Provide daily opportunities for parents to catch up with practitioners when dropping off their children.
- Provide each child with an online learning journal, using Seesaw, where both teachers and parents can upload observations, photos, and videos about the children's learning.
- Invite parents into school to look at schoolwork once a term.
- Invite parents to attend parents' evenings throughout the academic year.
- Welcome parents to participate in school life through activities such as weekly reading or parent talks.
- Host weekly achievement assemblies and special occasion assemblies which parents are encouraged to attend.

Newbottle and Charlton Primary School has a friendly and welcoming open-doors ethos and practitioners are always available at the beginning and the end of the day and welcome any discussions about the children.

Induction

Parents and children are invited to school during the summer term to experience the classroom and attend a welcome meeting. Children and parents spend time in the classroom getting to know the environment before parents move to the school hall for a welcome meeting from the head teacher and to receive all the required forms for the upcoming school year. This will also include an 'All about me' pack for the children to complete with their parents/carers in order for the practitioners to start the journey of understanding and supporting each child.

Children will then be invited back to school for a stay and play session without their parents. This happens during the whole school transition day and is a further opportunity for practitioners to get to know the children and their interests.

Reception practitioners will also visit each child at their preschool setting to give the children a chance to become familiar with them and for the practitioners to chat to their key workers and spend more time with the children before coming to school. For children not attending preschool, a home visit may be arranged.

From September we begin a gradual induction to school life. For the first week the children come to school until lunch time to ease them into a new routine. The following week they also stay for lunch and from the third week they begin full time. This induction period is a flexible process and we observe the children closely to see how they're coping, adjusting the settling period where necessary.

Safeguarding and Welfare

'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.' (Statutory framework for the early years foundation stage, 2021)

The safety of our children is paramount, and we take all the necessary steps to keep the children safe and well. The Early Years safeguarding, and welfare requirements are met through our schools Child Protection Policy.