



Thurlaston CE (Aided) Primary School
Teaching and Living the Christian Way of Life
Building Our Lives on Jesus

Early Years Foundation Stage Policy

Approved

Date October 2022

Review date

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

The EYFS is statutory and is detailed under the *Statutory Framework for the Early Years Foundation Stage* and the *Practical Guidance for the Early Years Foundation Stage*.

Staffing

The class is taught by a qualified and highly experienced teacher, Miss Fielder, who is supported by a NVQ3 trained classroom assistant, Mrs Wyner. In addition a number of parents and members of the community commit themselves to regularly help.

INTENT

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the EYFS).

Thurlaston CE (Aided) Primary School believes that all children deserve an education rich in memorable experiences that allows our children’s creativity and curiosity to grow, alongside the development of key skills and knowledge. We believe that offering our children a strong foundation and a love of learning gives children the best chance to become well-rounded, happy individuals, ready to succeed.

We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential.

It is our intention to provide a stimulating learning environment where all children can work with adults and peers in a climate of mutual respect to develop confidence in their ability to learn. We aim to provide children with a well-structured, safe and active learning environment. This will enable our young learners to develop the skills, attitudes and understanding that support our children to become lifelong learners.

IMPLEMENT

Teaching and Learning Style

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics daily. These sessions are followed by group work where children work with their class teacher Miss Fielder or learning support assistant Mrs Wyner to develop their individual targets. This focused group time means the teacher can systematically check for

understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Teaching in the EYFS:

- Has a carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
- Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover
- Involves developing Characteristics of Effective Learning
- Uses a multi-sensory, fun play-based approach
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of emotional well-being.
- Is outside as much as possible ensuring children take ownership of their learning
- Includes our Christian Values of perseverance, forgiveness, friendship, thankfulness, generosity, compassion, trust and justice.

Play in the EYFS

We highly value play and the learning it brings in itself. Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning.

Through play 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 thereby developing emotional resilience and self-regulation.

Children have the opportunity to think creatively and problem solve alongside others. They express fears or relive anxious experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.

Inclusion in the EYFS

We aim to meet the needs of all our children by: -

- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Monitoring children's progress and providing support where necessary.
- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists and Educational Psychologists.

The EYFS Curriculum

The EYFS is statutory and is important in its own right as a basis for developing essential skills such as listening, speaking, persistence and collaborating with each other. The three prime areas cover the knowledge and skills which are the foundations for future progress, and which are applied and reinforced by the specific areas. All areas of learning are equally important and are interlinked.

The Development Matters and the Early Learning Goals guide our long term planning together with the termly topics and EYFS skills progression grid.

Weekly Planning focuses on day-to-day organisation of activities. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

Assessment in the EYFS

In the first 6 weeks, Miss Fielder will assess each child using the governments Department for Education baseline assessment. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the early years foundation stage (EYFS) and to the key stage 1 national curriculum in English and mathematics. Miss Fielder will also complete her own individual baseline on the children in the first six weeks and will discuss this with parents during the first term and explain how the children are settling in. This profile is updated throughout the first year of their education and a summary is reported to parents in the end of year reports.

Formative assessment in the Foundation Stage is continuous and takes the form of observations, examples of child-initiated work and samples of dated work from books and photographs. The teachers and teaching assistants keep observational records and use these to record examples of each child's work. These are kept on Tapestry Learning Journal for each child and are available to parents and carers at all times.

Working with Parents/ Carers

We recognise the importance of working alongside parents and other significant adults during a child's education. We do this through: -

- Inviting all parents to an induction meeting during the term before their child starts school.
- Giving the children the opportunity to spend 2 mornings with their teacher before starting school.
- Transitional visits to pre-schools to get to know the children and talk to the child's key person.
- Holding a half hour information afternoon for parents on how we teach phonics, reading, maths and writing.
- Inviting new parents into the classroom during the first 15 minutes before registration to take part in Foundation activities.
- Providing formal meetings for parents during the school year to discuss children's progress.
- Welcoming parents to discuss any concerns with the teacher and/or teaching assistants.
- Working to build good relationships with families to promote a regular two-way flow of information.
- Inviting parents in during specific mornings to carry out activities with their child e.g. phonics mornings and maths mornings.

IMPACT

- The majority of children in Reception reach the ELG by the end of Summer
- Children develop the characteristics of effective learning which helps them through the rest of school
- Children develop the ability to manage risks
- Children enjoy being independent in managing themselves and their learning
- Parents feel part of the school community
- Everyone is included
- Children have high levels of wellbeing and involvement

Date of review:

Reviewed by: