

Temple Ewell Church of England Primary School

Early Years Foundation Stage Policy

Proverbs 22:6 Start children off on the way they should go, and even when they are old, they will not turn from it.

1. Subject statement

Intent

The 2021 Early Years Foundation Stage framework states:

"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 Early Years Foundation Stage. 2021)

It aims to provide

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Early Years Foundation stage is vital to children's development and helps them to create strong foundations to support them throughout their lives. At Temple Ewell we want to encourage independence, confidence and a love for learning to help provide children with the vital skills they will need for their future. We will inspire and encourage our children to be inquisitive and to take risks within their learning in a safe and secure environment. Through the curriculum the children will develop critical thinking skills by playing and exploring through active learning experiences.

Implementation

We implement a rich and varied curriculum within the EYFS through a balance of child-led and adult led learning. We follow a two-year cycle to enable the achievement of a greater depth of knowledge and skill development. We base our planning around the children's interests and needs alongside using the four 'guiding principles' and the areas of learning within the EYFS.

The EYFS is based upon four guiding principles:

- **A unique child**
- **Positive relationships**
- **Enabling environments**
- **Learning and development**

A unique child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand 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 celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We understand that the environment plays a key role in supporting and extending the children's development. Through observations and engaging the learners' voice we assess the children's interests, development and learning needs before planning engaging, challenging and achievable activities and experiences to extend their learning and foster an enthusiasm for learning.

Impact

The child-focussed approach to learning and development within our Early Years classroom results in an engaging and high-quality education, that provides the children with the foundations and skills to support them through the whole of their education. We encourage our children to develop their creativity and imagination and to apply these skills throughout their learning.

We understand that each child is an individual, and this supports the development of the whole child. This holistic and personal approach ensures each child has the skills to continue to build upon the foundations of their knowledge and understanding at their own rate. The children are able to apply their knowledge to make links across the different areas of development and to ask and answer questions based around their interests and experiences. We provide the children with the skills to build upon their learning and understanding both independently and with others and to apply them throughout their education,

2. Teaching and Learning

Areas of learning

Within the EYFS, learning and development is categorised into three prime areas of learning:

- Communication and language
- Personal, social and emotional development
- Physical development

Additionally, there are four specific areas of learning:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

The Foundation stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Early childhood is the foundation on which children build the rest of their lives. At Temple Ewell CEP we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development.

Our EYFS team create a nurturing and stimulating environment based around these principles and help them to guide the learning that takes place. Our learning topics are planned over a two-year cycle to provide an engaging and high-quality education. We deliver a balance of child led and adult led learning opportunities centred around the children's interests and needs and we encourage them to be part of the planning process. Our play based curriculum provides opportunities for active learning and valuable experiences to support future learning. We encourage the children to use their past experiences to build on from previous learning and apply their understanding within a range of learning opportunities.

3. Assessment

Children's progress is continually monitored throughout their time at Temple Ewell school and is used to inform teaching and learning. By the end of the foundation stage children are expected to know, apply and understand the knowledge and skills specified in the early learning goals of the EYFS (2021).

Children receive effective feedback through teacher assessment in line with schools marking policy. Assessment for learning is continuous throughout the planning, teaching and learning cycle using:

- Observations of the children at work, individually, in pairs, in a group and in class
- Questioning, talking and listening to children.
- Considering their skills and understanding and how they can apply these within their learning.

Baseline assessment:

Our children will be assessed on entry to the EYFS through the compulsory Government Reception Baseline Assessment. This assessment focusses on the learning areas of Maths, Communication and language and Literacy. Additionally, the EYFS team assess the children on entry through observation and targeted tasks, alongside parental views and reports from previous settings providing a holistic 'best fit' baseline.

Ongoing assessment:

We make regular assessments of children's learning on a daily basis and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations through interactions with the children, child initiated play, adult led play and other adult led activities. Parents are also encouraged to make observations of their child's learning.

Summative and formative Assessment:

We use summative and ongoing assessment to inform future planning and to better understand the children's needs and abilities. We assess each child's development against the early learning goals and we indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). We use these assessments for the children's EYFS Profile and this will be shared with parents and Year 1 teachers. The main purpose of this is to support a successful transition into KS1 by informing the professional dialogue between EYFS and Year 1 teachers.

The Acorns team meet with Mrs A Matthews (Head Teacher) and Miss O'Connor (SENCO), every six weeks to discuss pupil progress, supportive interventions and opportunities to develop mastery.

Parents and carers are invited into class for 'Drop ins' to keep up to date with children's learning. Parents' Consultations meetings take place three times in the year. Parents are encouraged to share 'home learning' and 'wow' moments with the early year's team to help gain a holistic understanding of the child, their interests and their learning throughout the year.

4. Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows that the principles of the EYFS are put into practice and is always informed by assessments we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff in the Early Years Acorns team are involved in this process. The planning within the Acorns class is organised on a two-year cycle. These plans are used by the EYFS team as a guide for weekly and daily planning. However, we may alter these in response to the needs and interests of the children. We make ongoing assessments of children's learning and use this information to ensure that future planning reflects the identified needs.

5. Transition

At Temple Ewell CEP School, we have an effective programme of transition. We provide opportunities for pre-school children to meet and get to know their peers and the Early Years team. We hold information evenings for new parents and play based sessions for the new intake of children. All new parents are offered the opportunity for either school-based visit or a video call. Members of the Acorns Team visit Early Years settings to see the children as well as meet with the children's key workers. Additionally, Miss Demetri and Mrs O'Connor (SENCO) attend the annual Early Years transition meeting, which is an opportunity to share paperwork and discuss the children with Early Years' colleagues and SENCO'S from the settings.

At the end of the year, transition into Year 1 is equally robust. From term 5 the children have story time with Mrs Tidey, the Willows teacher and there are planned opportunities throughout Term 5 and Term 6 for transition sessions to enable the children to get to know their teacher and teaching assistants; as well as to become familiar with their learning environment.

6. Safeguarding

All members of the Acorns team are committed to the safety and wellbeing of the children in our care. Health and safety checks are carried out and recorded. The class team maintain a day book so that communication is ongoing all-important aspects of daily life are noted and shared. All members of the team have been trained in Child protection, including prevent training.

7. Equal Opportunities and Inclusion (eg EAL/SEN/PPG/HA)

At Temple Ewell Primary School, we are committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class. In our school we aim to meet the need of all our children by providing a variety of approaches to scaffold learning, enabling all to achieve. Teachers use the school's inclusion policy to ensure that a range of strategies are used which includes and motivates all learners, ensuring that optimum progress is made throughout the lesson.

Review

This policy is a working document subject to changes and will be reviewed as appropriate in line with the needs of the school, in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the School Improvement Plan.

Miss L Demetri

EYFS Team Leader

August 2022