



## Bidbury Infant School Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our EYFS accommodates children from the age of 4 to 5 years.

### **Aims**

At Bidbury Infant School we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and motivated children who love learning.

We will encourage children to:

- develop independence within a secure and friendly atmosphere
- support children in building relationships through the development of social skills such as cooperation and sharing
- help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence and resilience to work towards personal goals

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential.

We will offer a structure for learning that has a range of starting points and unlimited opportunities for development through:

- providing a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences.
- we will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school

### **The Curriculum**

Reception follow the curriculum as outlined in the 2021 Early Years Foundation Stage (EYFS) document, which is available to download at <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This clearly defines what we teach. The following policy details the specifics of our setting.

### **The EYFS is based upon four principles:**

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### The Unique Child

Every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, 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/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### Positive Relationships

We want children to learn to be strong and independent, form secure relationships and aim to develop caring, respectful and professional relationships with children and their families.

### Enabling Environments

The environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

### Learning and Development

Our learning environment 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. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

### **Areas of Learning**

The EYFS is made up of **three prime areas of learning**:

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

There are **four specific areas** of learning:

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

At Bidbury Infant School all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. Throughout the Foundation Stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level.

Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. We follow a themed/project based approach which allows flexibility to ensure that both children's needs and interests are taken into account.

## **Play**

Learning through play underpins our approach to teaching and learning in the EYFS. Young children learn best from activities and experiences that interest and inspire them to learn. Therefore we provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of their world.

Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practice skills and build upon and revisit prior learning and experiences at their own level and pace.

Play gives our children the opportunity to pursue their own interests, 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, facilitating, teaching and extending play, skills and language.

## **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning and the teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

Playing and Exploring - children investigate and experience things, and 'have a go'

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Inclusion**

Our school ethos embraces inclusion. We respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential.

We will provide:

- a wide range of opportunities to motivate and support children and to help them to learn effectively
- a safe and supportive learning environment in which the contribution of all children is valued

- resources which reflect diversity and are free from discrimination and stereotyping
- challenging activities for all children and for those whose ability and understanding are advanced

We will monitor children's progress and take action to provide support and intervene as necessary. Where a specific need is identified we will liaise with the Special Educational Needs Co-ordinator and seek advice from outside agencies as appropriate.

### **Assessment**

Throughout Reception, the children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)

<https://www.gov.uk/government/publications/development-matters--2>

Tapestry is an online tool also used to observe children's progress and highlight any gaps

<https://tapestry.info/> . This tool can be utilised by both parents and adults within school.

We know the children very well through gathering information from a range of sources, e.g.

- observations of the children in play,
- adult led activities,
- discussions with parents and carers
- talking to the children.
- key worker groups (approx 15 children) - a key adult gets to know their children and in turn assess their needs accurately. Teachers keep an overview of all children in the Early Years Unit.

We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. This evidence is kept on tapestry and reviewed regularly by the class teachers and key workers to plan next steps.

At the start of Reception, children are assessed to determine a baseline, or starting point, for their future learning. The parent/carer will be given information on these starting points and information about next steps in learning at parent consultation meetings after the children have been in school for about six weeks.

The EYFS profile, the end of year assessment of children's achievements in all areas of learning, is a statutory report. Observational evidence and samples of children's work throughout the school year will be used to assess children as 'emerging' or 'expected' based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum. Parent/carers will be given information of their child's achievements in a written report during the Summer Term.

Throughout the year children's knowledge, skills and understanding will continue to be assessed against the ELG's at the end of Reception to establish an end of Foundation Stage

achievement and learning profile for each child in preparedness for their transition to Key Stage One.

### **Transitions**

At Bidbury Infant School we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. We have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be.

Reception hold two meetings in the Summer Term (recorded powerpoints during Covid) before the children start school to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child.

All parents are offered an opportunity to meet their child's class teacher prior to their child starting school. The children are also given an opportunity to come into school to meet their class teachers and other friends during the Summer term.

When the children start school, we realise that they have had a long Summer break and need a slower transition into school life. For one week they come to school for half days and then full-time. During the first week they will attend school in their key worker groups. This slower transition also helps the adults to settle their key worker groups, established routines and get to know the needs of the children before they start full time. Currently (during COVID) they complete 3 transition days in September. If the school or parents think a longer transition is needed these timings are flexible and we will work with what is best for that individual child.

At the end of Year R, children have the opportunity to meet with their new teachers in their classrooms on a number of occasions prior to starting Year One.

At the end of the school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher. This ensures new teachers know the needs of the children and can plan accordingly before they move up in September.

### **Partnership with Parents**

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. We also offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.

Parents have access to tapestry so that they can upload any learning or wow moments that they're children do at home.

In Year R parents are encouraged to support children's learning through reading records, simple homework activities, sharing assemblies and whole class activities.

At Bidbury Infant School we value the importance of the relationship between children, parents and staff as it enables children to make good progress and to maximise potential.

### **Health & safety and safeguarding**

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) and we adhere to the school's Safeguarding Policy.

We are a 'Healthy School' and our children under 5 receive free milk. Children have access to fresh water and fruit from a Government scheme, as well as a free school meal every day or they can choose to bring in a healthy packed lunch.

### **Equal Opportunities**

The school will ensure equal access and opportunity to all regardless of age, background, gender, race, financial circumstances, ability, disability or religion (see Single Equality Policy and Single Equality Scheme, British Values).

As and when necessary, the school will access the support and guidance of outside agencies, such as Speech and Language and EMTAS, to support the learning of children with special educational needs, a particular area of difficulty or talent.

### **Resources**

Each year group has their own budget to purchase resources relevant to their project areas. Annually year groups audit resources and plan for future needs. A proportion of the budget allocated is utilised for outside visits and internal visitors, for example, a subsidised visit from a drama teacher, use of the minibus for library visits and visiting authors.

Each year group keeps their resources in a good order of repair and these are housed in year groups or storage sheds.

### **Staff Development**

Staff development is an ongoing process and will be addressed through:

- staff meetings
- work sampling and moderation
- learning walks and peer coaching
- professional reading
- visits to other schools to observe good practice
- courses, INSET

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