

**Barlaston C.E.(VC)**

**First School**

**“Let Your Light Shine”**

Matthew 5:16

**Early Years Foundation**  
**Stage (EYFS) Policy**





## **Barlaston C.E. (VC) First School**

**“Let Your Light Shine” Matthew 5:16**

### **Early Years Foundation Stage Policy**

#### **Our Vision Statement**

Let your light shine through family, friendship and faith

#### **Our Spirituality Vision**

Spirituality is an ever-changing journey through life, connecting each individual with something bigger than themselves.

#### **Equality Statement**

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

#### **Dyslexia Statement**

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

#### **Safeguarding Statement**

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

*For the purpose of this policy:*

*'Early years' refers to children aged 3-5 years old in preschool or reception class.*

*'Barlaston first school' is inclusive of that and Little Dormouse Nursery.*

## **Introduction**

At Barlaston First School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development; however, we also see this stage as important in its own right.

The EYFS caters for children from three to five years of age. At Barlaston First School children join in the term of or after their third birthday and are catered for from the EYFS, in FS1.

At Barlaston First School children then have the option to apply to join the school as full-time pupils in September working in FS2. This is also referred to as their Reception year.

## **Aims**

It is every child's right to grow up safe, healthy and enjoying and achieving, making a positive contribution and with economic well-being. We aim to help all our children, including our youngest children, achieve this, supported by EYFS.

## **Principles**

The Early Years education we offer is based on the following principles from the EYFS, which are grouped into four distinct yet complementary themes. These four themes are further explored throughout the policy.

- **A unique child**

Recognising that every child is a competent learner who can be resilient, capable, confident and self-assured

- **Positive relationships**

Recognising that children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person; we are keen to promote positive relationships between adults and children in the school, and between the children themselves.

- **Enabling environments**

Recognising that the environment plays a key role in supporting and extending children's development and learning; we want the learning environment to promote a positive attitude to learning.

- **Learning and developing**

Recognising that children develop and learn in different ways and at different rates.

## **A Unique Child**

### **Child Development**

We recognise children develop in their individual ways and at varying rates. We place equal importance on every area of development: physical, cognitive, linguistic, spiritual, social and emotional.

### **Inclusive Practice**

We believe that every child matters and we give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

We set realistic and challenging expectations that meet the needs of our children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.

Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes to diversity and difference and use that influence to challenge stereotypical ideas and to help children learn to value diversity in others. We try to use a range of resources to reflect diversity. For further information see our Equal Opportunities Policy.

### **Keeping Safe**

We recognise that young children are vulnerable and we see it as essential to protect their physical and psychological well-being. Our Welfare Requirements document gives full details of our philosophy of safeguarding.

It is the responsibility of every member of staff within nursery and reception to be aware of how many children are present. A quick head count takes place at intervals during each session in FS1 and FS2.

Parents are made aware of the need of supervision of children at all times especially of their responsibility to ensure their child's arrival and departure is noted by a member of staff.

### **Health and Well-being**

We recognise that health is integral to a child's all round well-being. When any concerns arise we seek advice as necessary. We are well supported by the school SENCO, first aiders, and other appropriate outside agencies e.g. speech and language therapists, early years area SECNO, and educational psychologist.

### **Positive relationships**

#### **Respecting Each Other**

We base our interactions with the children and their parents on caring professional relationships and try to respect the feelings of all involved. Parents are encouraged to speak to the class teacher/early years staff before/after school if they have any concerns or questions. The teacher/early years staff greets the children at the door/ gate and so any significant issues are able to be discussed at the start of the day if necessary.

#### **Parents/carers as Partners**

We recognise that parents/guardians are the child's first and most enduring educators. We place a high emphasis on the partnership between parents and our school. We believe it is important to have a two way flow of information, knowledge and expertise. We aim to do this through:

- An induction meeting with new parents in the term before their child starts school
- Encouraging parents to complete home/school admissions booklet.
- Home visits where necessary for children starting FS1 only.
- Sending home letters informing parents of the learning that will be taking place (newsletter)
- Offering parents regular opportunities to talk about their child's progress

- Encouraging parents to talk to their child's class teacher/early years staff if there are any concerns
- Reporting on attainment, progress and effort to parents at the end of the year
- A range of activities that support the involvement of parents (e.g. visits, workshops, workshop, stay and plays etc)
- Greeting children and parents/carers at the door.
- If a child is unable to attend the Foundation Stage, we request that we are notified of the reason for the child's absence (on the first day)

#### Supporting Learning

The adults employed to work with the children in our Foundation Stage areas have age appropriate training and expertise.

We have three formal intakes of nursery children per year, where the class teacher is supported by an appropriate member(s) of the early years team to help the children settle into a school routine.

To make transition from FS1 to FS2 run smoothly, the staff within FS1 liaise closely with staff in FS2 and complete many activities together throughout the year. This enables a smooth and happy transition. There is one intake into the Reception class.

### **Enabling Environments**

#### **Observation and Assessment**

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 primarily takes the form of observation, involving the teacher and other adults, including parents, as appropriate.

At the end of reception the class teacher completes the EYFS Profile for each child. The results from reception are sent to the LA (Local Authority) for analysis at the end of the summer term. The LA returns these assessments and we use them to identify patterns of attainment within the cohort of children. We are able to use this information to modify the teaching programme for individual children or groups of children.

Assessment information is shared with nursery and reception parents at parent evenings and in the annual report, sent home in the latter part of the summer term, which reports on their child's progress in each area of learning.

#### **Planning**

We believe that good planning is essential in making the children's learning effective, exciting, varied and progressive. Effective learning builds on and extends on what the children already know and can do. Our planning is child initiated and shows how the principles of the EYFS will be put into practice. It is based on observations made of the children in order to understand and consider their current interests, development and learning and provide relevant and interesting learning experiences for the children.

Planning is undertaken in two main stages. Firstly, we have a long-term plan which outlines what child initiated learning is and how we intend to implement it.



Secondly, each week a short-term plan is written identifying specific objectives, activities, differentiation, deployment of adults and resources. This plan is all based on what interests the children have expressed over the week.

### **Supporting Every Child**

Children with special educational needs are given support as appropriate to enable them access to the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Individual education plans are written for those children who require additional support. The class teacher also liaises with the SENCO for further support.

For further information see our Inclusion Policy.

### **Learning Environment**

We aim to create an attractive, engaging and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the indoor and outdoor learning environment; children have the freedom to move between these two environments throughout the day. We encourage the children to make their own selection of the activities on offer, as we believe this encourages independent learning.

We try to use materials and equipment that reflect both the community that the children come from and the wider world.

We use ICT to support the children in their learning e.g. interactive whiteboards/iPads and computers.

### **The Wider Context: Transitions, continuity and multi-agency working**

Children who are starting in the early years are invited to visit the school, their new classroom and teacher in the term before they start at the school.

An induction meeting is held in the same term to introduce parents/carers to the school and reception class procedures. At this meeting a booklet is given to parents about school routines along with a document pack to be completed and returned to school before their child starts.

Home visits are undertaken where necessary before admission to support a smooth transition. The reception class teacher and the year one teacher work closely together to ensure a smooth transition between the two classes.

- children have opportunities to visit their new class.
- the reception and year one teacher meet to discuss the individual needs of children.
- EYFS Profile information is shared with year one teacher.

The class teacher works alongside other agencies as children's needs require extra support e.g. speech and language therapists, specialist teachers.

## **Learning and developing**

### **Play and Exploration**

We do not distinguish between play and work. We support children's learning through planned continuous provision, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We feel it is important for the adults to support children's learning through play, by getting involved in the play themselves.

### **Active Learning**

We want our children to be engaged learners. We do this by trying to make their learning as active as possible e.g. visits, visitors.

### **Creative and Critical Thinking**

We encourage our children to be thinkers from a young age. Higher level questioning is often used to assess understanding of knowledge and skills and to extend our more able children.

### **British values**

We also ensure that our children are taught either implicitly or explicitly the four British values and these are embedded in all of our practices throughout their time in early years.

## **Areas of Learning and Development**

We deliver the EYFS which is made up of seven areas of learning and development, three prime areas:

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

And four specific areas:

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

None of these areas can be delivered in isolation, and are all very important for children to develop holistically. We aim to deliver all these areas through planned, purposeful provision, teaching and exploration with a balance of adult-led and child-initiated activities. These areas form the basis of our planning.

## **Monitoring**

It is the responsibility of the governing body to monitor the effectiveness of this Early Years policy. The governing body does this by:

- Appointing a governor responsible for Early Years who works alongside the nursery and reception class teachers to evaluate Early Years provision within the school
- Undertake regular visits into Early Years and conduct pupil voice.
- Ensure appropriate practice(s) are in place to ensure our early years foundation stage is inclusive and accessible for all pupils.

### **Pupils with Special Education Needs and Disabilities (SEND)**

Pupil progress is closely monitored, and appropriate action is taken to meet pupils' needs, this may be in the form of further intervention, pre-teaching aspects of the lesson, targets added to a pupil's learning support plan (LSP), or working more closely with support staff. Regular meetings with the SENCO and other staff members take place to discuss any concerns, or children who need to be added or monitored on the schools SEN register. This is in accordance with the SEND policy.

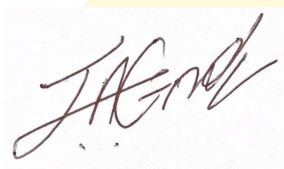
### **Equal opportunities**

In accordance with the school's policy on Equal Opportunities, the children are:

Appropriately grouped and given differentiated activities to achieve maximum individual attainment. Work is both varied and interesting with varied teaching styles to meet the needs and interests of different learners. The work and contributions of all children are valued.

Materials and resources are wherever possible multi-cultural, non-sexist and contains positive images of all groups.

**Policy agreed by Head teacher.**



**Mr J Gordon**  
**Head teacher**

**DATE: September 2023**

**REVIEW: September 2024**

