



Fly high. Soar

Early Years Foundation Stage (EYFS) Policy

Mission Statement

At Carleton Green Community Primary School, we aim to create a stimulating, caring and harmonious environment in which all individuals feel valued and are encouraged to strive to realise their potential. We strongly believe in tailoring our teaching and learning to meet the needs of all our children. We aspire to provide the strong foundations to enable your child to participate and contribute to both their local and wider communities.

At Carleton Green we aim for our children to be:

- Confident in their ability
- Achieve their full potential
- Responsible and reliable
- Life-long learners
- Energetic and healthy
- Trustworthy
- Organised
- Nurturing

Statement of Intent

At Carleton Green, we want to work in partnership with parents to encourage independent, happy learners who thrive in school and reach their full potential. At Carleton Green we deliver a high quality and purposeful curriculum, that provides a broad and balanced education, which meets the needs of all pupils. It is designed to give them the skills, knowledge and understanding to prepare them for the next stage of their education. Its implementation is intended to provide children with ambition, learn new and exciting concepts and deepen subject knowledge through a progressive model. Its equitable delivery ensures academic success, creativity and problem solving, reliability, responsibility and resilience. In addition, physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. Our curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development. The impact will be on our learners developing detailed knowledge and skills across the curriculum and, as result, achieving well. Pupils will learn the curriculum successfully and with parity for all.

Introduction

'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.' (Early Years Foundation Stage Statutory Framework 2021)

We endeavour to ensure that children 'learn and develop well and are kept healthy and safe.' We aim to support children in their 'school readiness' through providing them with a 'broad range of knowledge and skills that provide the right foundation for good future progress through school and in life.' (Statutory Framework for the EYFS 2021)

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

At Carleton Green, this includes all children within our Little Chicks Pre-school and Reception classes, as well as our on-site before and after school provision. Whether the child begins their education within Little Chicks Pre-school or Reception class, the Foundation Stage staff are aware of the variety of experiences and learning that the children bring with them. Our aim is to encompass all learners, extend their experiences, develop their skills and confidence and build on what they already know. Children are our collective future and at Carleton Green, we know that the foundations for that future are formed in the first years of education.

At Carleton Green, we believe in a holistic approach to learning which contributes to the all-round growth and development of every child and starts from a child's prior knowledge, understanding and experiences of the world.

The Early Years Foundation Stage Framework

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals
- **Positive relationships** – supporting the children in becoming strong and independent
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates

A Unique Child

At Carleton Green, we recognise that 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 and class assemblies and rewards to encourage children to develop a positive attitude to learning.

Our philosophy is that each child is unique and is valued as an individual. We provide a safe, caring and stimulating environment in which a child can have fun and explore whilst developing confidence, independence and the curiosity to learn in order to develop their full potential. We provide a broad and balanced curriculum that will enable each child to develop emotionally, socially, physically and intellectually and prepares children for transition into Key Stage 1.

Inclusion/Special Educational Needs and Disabilities (SEND)

We value the diversity of all children and their families at Carleton Green, regardless of race, religion or ability. In our school we believe that all our children matter. We give our children every opportunity to achieve their personal best through setting realistic and challenging expectations that meet their needs. We do this by taking account of their range of life experiences through adapting the planning to meet the needs of boys and girls, children with special educational needs, children who are accessing greater depth, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued

- using resources which reflect diversity and are free from discrimination and stereotyping
- providing challenge for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"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 2021, page 21)

At Carleton Green we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We understand that we are required to:

- promote the welfare and safeguarding of children
- promote good health, prevent the spread of infection and take appropriate action when children are ill
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children
- ensure each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16 of the EYFS Statutory Framework), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

| <i>Statutory Policy or Procedure for the EYFS</i> | <i>Where can it be found?</i> |
|---|--|
| Safeguarding Policy and Procedures | Safeguarding Policy |
| Procedure for Responding to illness | Health and Safety Policy |
| Administering Medicines | Supporting pupils with medical conditions policy |
| Emergency Evacuation Procedure | Health and Safety Policy |
| Procedure for checking the identity of visitors | Safeguarding Policy |
| Procedures for a parent failing to collect a child and for missing children | Safeguarding Policy |
| Procedure for dealing with concerns or complaints | Complaints Policy |

Positive Relationships

At Carleton Green we recognise that children learn to be strong and independent from secure and positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning and needs. Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as first and most enduring educators of their children. And with the children by helping them to share, care and learn together.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. The partnership that is developed between home and school needs to be effective and based on mutual trust and respect in order to support the child's learning.

We do this through:

- talking to parents about their child before their child starts our school
- giving children the opportunity to spend time with their teacher before starting school.
- supporting children through the transition from Nursery / pre-school to Reception, with the children attending stay and play induction sessions, as well as arranging nursery and pre-school visits. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child and to inform them of how they have settled.
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents, twice a year, where the teacher and the parent discuss the child's progress in private. At these meetings, the parents are given the targets that their child is currently working on and these then build the discussion for the next parents' meeting in February. Parents receive an interim report at the end of each term and an end of year report. There is also the opportunity to discuss the end of EYFS report, should parents need to.

- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: school visits, parent workshops, open afternoons and special days, PTFA events and Sports Day
- encouraging ongoing dialogue throughout the year, both verbally and written, through reading records and during our twice daily, 'Meet and Greet sessions'
- by providing a quiet and confidential area where parents are able to discuss any concerns.
- by providing regular written communications to keep parents informed about school events and activities, such as the class blog and fortnightly EYFS newsletter

Enabling Environments

At Carleton Green, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by spending time with the children and assessing their interests, prior development and learning, before planning challenging yet achievable activities and experiences to extend and deepen the children's knowledge. All adults in the setting contribute to this process and account is taken of information provided by parents and prior settings.

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to reflect the seven areas of learning.

Sustained Shared Thinking and Self-Regulation have become an integral part of our Early Years Curriculum. We understand the importance of careful questioning and provide opportunities for children to follow their own interests. We aim to support children to develop fundamental motivation and perseverance by supporting children in articulating their plans and learning strategies and reviewing what they have done.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed in order to maximise learning.

"Once a child learns how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another" Marva Collins.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are all inter connected.

The features of effective teaching and learning in our school that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication

- the carefully planned curriculum that enables children to make progress and achieve the Early Learning Goals at the end of Reception
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations, which are shared with parents

Planning children's activities will reflect the different ways that children learn. At Carleton Green we support children in using the three characteristics of effective teaching and learning.

Characteristics of Effective Teaching and Learning

'In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.'

The three characteristics of effective teaching and learning 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
(Taken from statutory framework for the EYFS 2021)

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.' (Every Child Matters – Creativity and Critical thinking)

Areas of Learning

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The **prime** areas are

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

The **specific** areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. If a child's progress in any area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENDco in order to access Special Educational Needs support.

Religious Education is also taught in the reception classes in accordance with the Lancashire Agreed RE syllabus.

Planning, Teaching and Learning

Carleton Green, provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Structured activities are inbuilt into our curriculum and are an important part of its content. Learning objectives and experiences attained through play are planned so that they link to cross-curricular themes and topics and enhance the teaching and learning in all curriculum areas. We provide a balance of adult-guided and self-initiated experiences to facilitate learning, allowing our children scope to access materials and take responsibility for setting up and maintaining their play areas. Through the nature of the materials and resources provided, children's play can be structured appropriately for their learning needs. Provision is made for play to be developed in our curriculum through specific learning areas that incorporate the following:

- Sand play
- Water play
- Role play – a variety of settings, enhancement materials and miniature world activities
- Construction – both box craft and commercial construction kits
- Creative: painting/drawing and collage
- Expressive arts – through dance, movement and drama
- Outdoor play
- Music – exploring a variety of sounds and patterns
- Investigation area
- Mark making

- Reading
- Small world/Story telling
- Mathematics
- Fine Motor Development (Funky Fingers) / Malleable /Messy play
- PSED

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The teacher/adult role in the provision of play is to stimulate, encourage and challenge the child to extend their learning into new areas. This is achieved through the provision of appropriate resources and interacting in the child's play through:

- **Modelling** – taking a part in the play, acting out a role etc, so extending the sequence of the play and modelling language and behaviour.
- **Guidance** – working alongside the children and making comments and suggestions to extend the activity and learning
- **Observation** – At time standing back to allow play to be free and child initiated

Objectives and assessment criteria are taken from a combination of Development Matters milestones, Birth to Five Matters statements and our own individual subject Progression of Skills documents.

Assessment

At Carleton Green the attainment, achievements and progress of young children is assessed and recorded in order to:

- Acknowledge and value previous experience and learning
- Recognise the child's present stage of development
- Identify specific learning needs
- Inform future planning/learning
- Ensure children are making progress
- Inform the Reception and Year 1 teachers
- Inform parents of progress
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The process of assessment and methods that we use to reach our judgements are as follows:

- Records from previous educational establishment if available
- Observational baseline assessment
- Discussions with previous teachers
- Discussions with parents
- Tracking of pupils' attainment and developmental needs as well as moderation of judgements during Early Years meetings
- Pupils attainment and individual developmental needs closely monitored by Head teacher through data, learning journeys, reading records, targets and reports, as well as termly Pupil Progress Meetings
- Termly individual, personalised targets
- Termly parents' evenings where parents can discuss the progress made by their child with their class teacher
- Data analysis of the tracking system which enables children to be clearly highlighted for appropriate intervention groups
- Dialogue with children and parents
- Dialogue with other adults in the setting

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

- Meeting expected levels of development (**expected**)
- Not yet reaching expected levels (**'emerging'**)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Staff provide a written summary to parents, reporting their progress against the ELG's indicating whether they have achieved their Early Learning Goals (expected) or have not yet reached them (emerging). A copy of this is also given to the Year 1 teaching staff, commenting on levels of attainment along with ongoing dialogue about each child's skills and abilities in relation to the three key characteristics of effective learning (playing and exploring, active learning and creating and thinking critically.)

We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Carleton Green there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework we undertake to provide:

- a whole school medicines policy, ensuring that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided annually for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." A written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day."
- fresh drinking water is available at all times

- children's' dietary needs are recorded and acted upon when required
- each classroom has a snack and sink area that can provide healthy snacks and drinks
- a first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy)
- the inclusion manager is the named Behaviour Manager for the whole school with the EYFS leader as the lead Behaviour manager for the Early Years. (refer to Inclusions policy, behaviour policy, physical restraint policy)
- a health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- a safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- appropriate clothing, in particular in relation to the wearing of foot wear. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition

During the summer term, prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Children who have not attended our pre-school and their parents also spend time in school to meet with staff and be involved in activities in their new classroom, prior to their starting in the Autumn Term.
- During the summer term parents are encouraged to complete an "All about Me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The reception staff carry out home and nursery visits. Stay and play sessions are offered in the summer term for all new pupils.
- Little Chicks pre-school staff also meet with the Reception teachers to discuss the children and their individual needs and achievements.
- All pupils start full-time, unless otherwise requested.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Prior to starting in Year 1 the Reception children visit their new classrooms and meet their new teachers. The Reception timetable is adapted in the Summer term to enable children to experience a structure of lessons more in line with Key Stage 1 whilst still accessing an Early Years approach. This approach is mirrored in the Autumn Term of Key Stage One, to enable children to adjust and transition happily.

Reception staff meet with the Year 1 teachers to discuss the children, their achievements and their progress. The teachers are also given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Review

This policy reflects the current philosophy and practice within the Early Years Foundation Stage at Carleton Green.

This policy will be reviewed and approved by the Early Years Lead every 2 years or as necessary in light of new proposals and theories.

At every review, the policy will be shared with the governing board.

Date of Implementation: September 2023

Date of Review: September 2024

Amanda Catterall - EYFS Lead