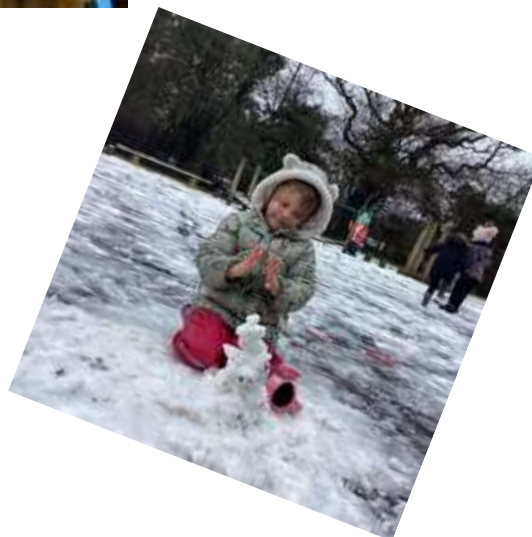


EARLY YEARS FOUNDATION STAGE POLICY

“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”, Department for Education, September 2021.



Mission Statement

To create a nurturing, inspirational and engaging environment in which children and adults love to learn and meet their full potential as rounded, happy and kind individuals.

Our Philosophy

Early childhood is the foundation on which children build the rest of their lives. Development Matters states that, '*Children are born ready, able and eager to learn*', it is our duty to inspire children, give them opportunities to investigate, question, explore and take risks in a safe and engaging environment.

We believe that each child is unique and should be taught in a way that suits their learning styles and needs. We aim to develop children's confidence so that they can show curiosity by asking questions, developing their critical thinking skills. To achieve this, we have developed an enquiry-based curriculum, built upon key questions.

At Coupe Green we believe it is essential to develop young children as a whole, ensuring that they are well rounded and emotionally secure individuals, where diversity is celebrated.

All staff at Coupe Green offer a warm and happy environment in which children have a breadth of experiences, taught through our enquiry-based curriculum. At Coupe Green we are a family, working in partnership with parents, carers and our community to nurture and teach our children.

Our Intent

- To ensure the safety of children is paramount. If we have any concerns of a safeguarding nature we may share with the police or social care.
- To develop children's confidence and willingness to have a go and explore new opportunities.
- To excite, encourage and inspire children's love of learning through real purposeful experiences.
- To respect others and celebrate diversity.
- To welcome the families and wider community of Coupe Green to work collaboratively to enrich learning.
- To provide excellent and exciting teaching and learning which enables all abilities to succeed.
- To nurture and support each other when we need help.
- To use our unique natural surroundings to encourage curiosity and adventure where children gain a love of the outdoors.
- To inspire individuals to have ambition and drive to fulfil their true potential.
- To teach an enquiry-based curriculum which develops individual's knowledge and encourages reflective learning.

Our Pedagogy

We have a strong belief that all children will make progress with the right help. Within our classroom and curriculum, we offer a variety of approaches, including:

Child Initiated Play

Well planned environments inside and outside where our children can use their experiences and recreate their own role play and small world play, ensuring the prime areas

communication, personal social and emotional and physical development are supported as well as the specific areas of learning for literacy, maths, understanding the world and expressive arts and design.

Adult Modelling

New activities are modelled to the children daily and expectations of their learning is explored.

Guided Learning

Continuous Provision is well planned within both indoor and outdoor environments. Children are guided to learn in areas within provision to complete challenges in their own time, allowing them to engage in purposeful play and exploration.

As part of Literacy and Maths sessions, children also learn in guided small groups consolidating direct teaching.

Direct Teaching

All areas of learning will receive direct teaching which includes communication, personal social and emotional development, physical development, Literacy, Maths, understanding the world and expressive arts and design.

Learning delivered through:

- Direct Whole Class Teacher Input
- Adult initiated
- Adult led group activities
- Continuous provision

We aim to create an environment which allows for a balance of directed teaching and child-initiated learning, developing inquisitive, curious and motivated learners.

The EYFS is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

The Early Years Foundation Stage Curriculum

The Early Years Curriculum is organised into seven areas; all of which are important and inter-connected. The EYFS is shaped by three Prime areas and four Specific areas of learning and development.

The three prime areas are fundamental skills that are required for children to progress successfully in the specific areas. The three **prime areas** are:

- **Communication and Language**

This covers all aspects of language development and provides a foundation for the core literacy skills. Children are given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.

- **Physical Development**

Children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement, both fine motor and gross motor skills. Children will be taught the importance of physical activity and to make healthy choices in relation to food. They will also be helped to develop their own personal care needs such as toileting and dressing independently.

- **Personal, Social and Emotional Development**

Within this area, children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied. The four **specific areas** are:

- **Literacy**

Children will be taught to link sounds and letters and to begin to read and write. They will take part in Phonics lessons in which they explore sounds, identifying patterns and learn the name of each letter or cluster of letters, such as 'sh', and the sound/sounds that they make. Children will be given access to a wide range of reading materials to ignite their interest.

Children are encouraged to make marks and given them meaning as early writers. As they develop their literacy skills they are then challenged to use phonics to spell words and finally write sentences which can be read by others, in preparation for Year 1 and the National Curriculum.

- **Mathematics**

Children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, developing an understanding of the value of digits, how to make them and a conceptual understanding of value, more and less. Children begin to calculate simple addition and subtraction problems, applying their understanding of number. They also learn to describe shapes, both 2D and 3D and explore spaces and measures.

- **Understanding the World**

Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive Arts and Design**

Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Characteristic of Effectively Learning

The EYFS identifies the different ways that children learn. These learning styles are tracked and planned for as a high importance on developing children'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.

Assessment

When children enter Early Years a baseline assessment is conducted to identify children's starting points and their next steps for learning. Children are then assessed through observations on a daily basis. Adults challenge children through questioning, moving learning on, whilst conducting adult led and child-initiated activities, working in continuous provision.

A short assessment, the **Reception Baseline Assessment (RBA)**, is a statutory assessment taken within the first six weeks of a child starting in Reception.

An end of EYFS assessment, the **Early Years Foundation Stage Profile (EYFSP)**, is completed at the end of the summer term. This provides staff and parents with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected standards and their readiness for Year 1. Each child's level of development is assessed against the **Early Learning Goals**. Staff indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels.

At Coupe Green we assess children's phonetic ability using phonic assessments to identify their ability to hear, say and recognise sounds and read and spell words.

For more information, please see the whole school assessment policy.

Inclusion

At Coupe Green we believe that identifying children's needs as early as possible in their education is key to ensure that their needs are met. Teachers and Teaching Assistants work closely with the SENCO to gain support in order to meet individual needs.

Inclusion can vary from supporting children with Special Educational Needs, Medical Needs, Disabilities, English as an Additional Language and children who are More Able.

Building relationships with parents

At Coupe Green we believe that it is vital that strong relationships are formed with parents and carers to ensure that the education of children is the very best that it can be. In order to build strong links with families we offer Home Visits before children start Early Years. These visits enable parents and children to get to know the staff, along with staff developing an understanding of what interests the children before they start to teach them.

We also offer 'Meet the Teacher' meetings when children have started in the Early Years setting, where the classroom routines, school day and teaching and learning is explained. These meetings also allow parents to gain a deeper understanding of how their child will learn and how they can support them at home.

Key Person

It is a requirement in Early Years that children are given a 'Key Person'. This person builds a strong relationship with children to enable them to transition into settings effectively and build their confidence with the support of a familiar adult. At Coupe Green the class teacher is the key person, as they are responsible for the planning, assessment and target setting. However all adults in our EYFS are crucial to children's development progress and staff work as a team to ensure that all children meet their potential and become confident and inquisitive learners.

Parent Pop Ins

To ensure that parents understand how their child learns in Early Years and have opportunities to work alongside them in the setting, we hold 'Parent Pop In' sessions. These sessions are held fortnightly and start in the Spring term. These sessions give parents the opportunity to see learning in action whilst exploring their child's learning environment with them.

Tapestry

At Coupe Green we use an electronic communication tool, called Tapestry. This tool allows Early Years staff to take photographic observations of children's learning and make comments on pupils' development and progress. These observations are then emailed to parents so that they can feel fully informed of what their child is learning and allow conversations to develop between parents and their child.

Communication

Communication is key to work in partnership. At Coupe Green teachers and teaching assistants are available at the start and the end of the day, welcoming children and families at the classroom door. These times enable parents to share information with staff and discuss any concerns. However, we are aware that mornings can be a very busy time so value the use of the Home School Planners as a communication tool. Planners are checked daily so that staff can reply to any messages or questions recorded.

Transition

Developing a smooth transition is vital to ensure that children have the very best start. In order to make the transition as smooth as possible, we initially offer Home Visits so that children are already familiar with staff, along with meetings with the previous education provider so that staff are fully aware of interests, needs and requirements.

At Coupe Green we also have transition days so that children can meet their new class mates, all staff and become familiar with their learning environment. This builds children's confidence and supports a positive attitude towards school.

Reviewed: March 2026