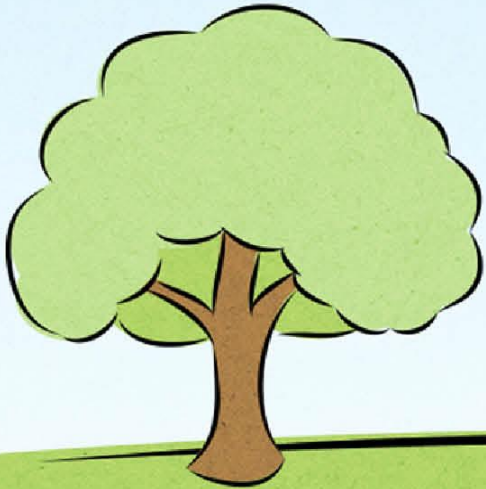




Glenfield Infant School



Early Years Policy 2024-2025

Revised: December 2024

Review date: January 2026

signed: _____ Headteacher

**GLENFIELD INFANT SCHOOL
EARLY YEARS FOUNDATION STAGE POLICY**

A Unique Child

At Glenfield Infant School 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 and at varying rates. We realise the importance of play and allow children time to follow their own interests. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and enhance these through trips, visitors, Welly Wednesdays and walks around our local area. In the EYFS we set realistic and challenging expectations that meet the needs of all children regardless of gender, special educational needs, ability, social and cultural backgrounds, and those from diverse linguistic backgrounds. At Glenfield we promote a culture of respect and kindness.

Aims This policy aims to ensure:

- That children are provided with the best start to their school life
- Quality and consistency in teaching and learning so that every child makes good progress
- An excellent working partnership between staff and parents
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

Structure.

At Glenfield we have 3 classes all with their own outdoor area. Each class can take up to 30 children with a teacher and teaching assistant. We offer free flow during Adventure time, to allow children to choose to learn indoor or out.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Planning

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
- Considering the characteristics of effective teaching and learning. These are playing and exploring, active learning and creating and thinking critically.
- allowing children to lead the play and supporting them in this
- 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 every child is valued
- using resources which reflect diversity and are free from discrimination and stereotyping;
- providing a range of strategies to cater for the needs of our children such as individual pupil plans and working with an adult on a one to one basis.
- monitoring children's progress and taking action to provide support as necessary.
- Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as green pegs, learning lighthouse rewards and Golden tickets from home to encourage children to develop a positive attitude to learning

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We want to ensure that children's natural playfulness is harnessed so that they are learning as they play. We recognize that the outdoors offer quite different learning opportunities so this is planned for separately and does not mirror what is on offer inside. We visit the woodland once a week to learn about nature, observe change and develop physical skills.

Assessment

At Glenfield, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and fascinations. This professional knowledge about the children is used to shape future planning. Staff also take into account observations shared by parents on Tapestry and via Golden Tickets. Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (On track)
- Not yet reaching expected levels (Off track)

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

Working with parents

At Glenfield we realise the important part parents play in the education of their child. We aim to form strong relationships early on so that a solid partnership is formed. Before children start school, teachers arrange home visits, welly walks, story times as well as visiting pre- school settings. Once children start we offer stay and play sessions and workshops to enable parents to support learning. Parents are able to discuss any concerns and achievements with the class teachers through the class email, at parent's evenings or briefly at the classroom door. Parents are also welcome to attend nativity plays, sports days and celebration assemblies. In 2024 we began using Tapestry online learning journal, primarily as a way to share learning and wow moments with our families. Parents are also able to add their own observations, which are then celebrated in school and commented upon by the class based staff.

Safeguarding and welfare procedures.

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We use a safety passport to ensure they develop these important life skills. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

To be read in conjunction with our safeguarding policy, behavior policy, SEND policy