



Burford Primary School  
Priory Lane, Burford, Oxon, OX18 4SG



*'Respect, Aspire, Achieve'*

## Early Years Foundation Stage Policy

### 1.0 Statement

Early Years education is the foundation upon which young children build the rest of their school life.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Burford Primary School for both nursery and reception children.

The implementation of this policy is the responsibility of staff working in the EYFS setting, including both teaching and non-teaching. In the policy the term 'setting' refers to the Early Years educational provision at Burford Primary School.

### 2.0 Aims

At Burford Primary School, we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, enabling them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them
- Fostering and nurturing children's self-confidence, independence and self-esteem through their developing awareness of their own identity and role within the community
- Teaching them to express and communicate their needs and feelings in appropriate ways
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously

- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions which differ to their own
- Understanding the importance of play in children’s learning and development
- Providing learning experiences in play which reflect children’s personal interests and areas of curiosity, to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children’s existing knowledge and understanding, to challenge, stimulate and extend their learning and development
- Providing effective learning opportunities in a range of environments, inside and outside.

### **3.0 Early Years Foundation Stage Framework**

Teaching in the EYFS setting is delivered in accordance with the government’s statutory document, the ‘Statutory framework for the early years foundation stage’<sup>1</sup> [March 2017]. This document is a principled approach to early years’ education, bringing together children’s welfare, learning and development requirements through four themes: ‘A Unique Child’; ‘Positive Relationships’; ‘Enabling Environments’ and ‘Children Learn in Different Ways and at Different Rates’.

The curriculum is centred on three prime areas of learning:

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

Providers must also support activities through four specific areas of learning which strengthen the prime areas. These are:

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

These Areas of Learning and Development address children’s physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all are closely interlinked; this ensures the delivery of a holistic, child-centred curriculum which allows children to make links with their learning. All areas of learning and development are given equal weighting and value.

At Burford Primary School, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children’s education. We believe that the EYFS framework allows a natural progression into the National Curriculum.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

#### **4.0 Active Learning through Play**

At Burford Primary school, we recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS settings have an ethos of learning through play.

We recognise the importance of children's play; it is an essential and rich part of their learning process that supports them in all areas of development. Play is a powerful motivator encouraging children to be creative, independent and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS settings, we provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support them to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide opportunities to apply newly acquired knowledge, demonstrating skills and level of understanding.

#### **5.0 Assessment and Record-Keeping**

On-going assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children's learning and individual needs; a record of each child's progress in all areas of their learning is kept using 2Simple and Target Tracker assessment tools.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally) and planned observations of individuals and groups of children feature regularly. Spontaneous observations, in order to capture significant moments of children's learning, are also made. Observations are recorded in different formats (e.g. narrative style, post-it notes, observation forms, whole class grids, group assessment grids, photographs, videos). All staff in the setting are involved in observing children.

Observations are used to support the developing knowledge of individual children. It informs staff of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities identified and relevant learning opportunities planned to support children to make their next steps and progress.

Other methods of assessing in the EYFS setting include engaging alongside children in their play, annotating their written work, talking about their task or play. Samples of children's work are gathered, along with photographic evidence and observations and entered into each individual child's Learning Journey file.

There is continuous monitoring and assessment of each child's development using the new Early Years Foundation Stage Profile (2018)<sup>2</sup> and Target Tracker; this is updated each term to track

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/669079/Early\\_years\\_foundation\\_stage\\_profile\\_2018\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/669079/Early_years_foundation_stage_profile_2018_handbook.pdf)

Early Years Foundation Stage Statutory Policy June 2018; review May 2021 by Performance & Learning Committee

individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment, for reception children, is carried out within the first few weeks the child entering the setting, using the 'Development Matters in the Early Years Foundation Stage'<sup>3</sup> guidance. Judgments made on children's development are based on evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

It is a priority to ensure all staff involved EYFS develop good relationships with all children, interacting positively with them and taking time to listen.

## **6.0 Photographs / Videos**

Parents/carers are asked to give permission for their children to be photographed/videoed during their time at school. We use these images for classroom displays, evidence in the children's individual Learning Journey and on the school website. We respect the right of parent/carers to withdraw this permission.

## **7.0 Planning**

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year; medium term planning takes into account the individual children's learning and developmental needs. Parents are informed of this and kept up to date with the topics covered in the setting.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities, both indoors and outdoors. Educational visits within the local community and further-a-field are also planned to support children's learning within the setting.

## **8.0 Parents as Partners**

At Burford Primary School, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS Framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. We encourage the regular sharing of information about the children with parents by e mailing observations through the 2 Simple Software/target tracker and having our Learning Journey's available for parents to access at all times.

We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day, we encourage parents to share unique knowledge of their child, providing further insight into the child as an individual e.g. characteristics, interests, experiences, likes, dislikes. This supports the setting in establishing interesting and stimulating learning experiences, responding to children's needs and interests. Parents are also asked to communicate 'Wow moments' relating to their child's achievements and successes outside of school; these are shared and kept in our Learning Journeys.

Parents are kept informed of what is happening in the settings through the school newsletter, the school website, regular letters and informal chatting at the beginning and end of the day. Every parent and child is welcomed into the setting each morning. We also give suggestions of how parents can support their children's learning at home; consolidating and building on that has

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<sup>3</sup> [Development Matters | Early Education](#)

covered in school.

Parents are kept informed throughout the year about their child's attainment, progress and targets and invited to attend parents' evenings during the course of the academic year. The first of these takes place during the Autumn term to allow teachers and parents to discuss how children have settled into the setting. Another parents' evening takes place during the Spring term where the teacher feeds back on children's learning and developmental progress; targets and attainment updates are also shared at these meetings. Parents are welcome to arrange a meeting with their child's teacher to discuss their development at any time, as required. Regular informal 'Learning Journey sharing sessions' are held throughout the school year and they provide parents with the opportunity to look at and add to their child's Learning Journey and speak with the class teachers.

## **9.0 Transition**

The smooth transition for children into our Early Years settings is of utmost importance and we understand that starting in a new setting can be an emotional time for both the child and their parents; we therefore aim to make the process positive, nurturing and supportive:

### **9.1 Nursery (the term after a child turns three and 'in-year')**

Nursery aged children are admitted from the start of the term following their third birthday or at other times 'in-year' (*see the school's Nursery Admission Policy*). Before entering the EYFS, parents are offered a tour of the school and to meet staff, with the option of transition visits for their child beforehand, to become familiar with the school setting and learning environment.

### **9.2 Reception (the academic year in which a child will turn five)**

In the Summer term, the class teachers visit the children and their key workers at their pre-school setting. This gives us the opportunity to meet the child in an environment in which they are settled and comfortable, where they are playing and interacting with their friends. We also meet with their key worker to learn more about the child. Before they start at Burford Primary School, all children are offered transition visits during the Summer term. The purpose of these is for the children to meet the staff and start to become familiar with the school environment.

In the Summer term parents are invited to an induction meeting to receive information regarding the induction process, to meet the staff and learn more about Burford Primary School. There is time during the meeting for an informal chat and parents' questions. School information packs are distributed to parents at this meeting.

In September, home visits are carried out on the first day of term. A teacher and teaching assistant visit the homes of all the children joining the reception class in order to get to know them and their parents.

### **9.3 Transition into year 1**

Burford Primary School recognises the importance of a smooth transition from the EYFS setting to Year 1 and uses guidance outlined in 'Oxfordshire's Early Years Foundation Stage Transition

Pack for Schools Reception to Year 1<sup>4</sup>. To aid this transition, teaching in year 1 is adapted to suit the needs of the children with a more 'reception' based approach for the first term.

Teachers work closely together to hand over any information about each of the children prior to a 'meet the teacher' session in their new classroom. Their new teacher will also spend time in their current setting getting to know them, their areas of interests, friendship groups, strengths and areas for development. Additionally, parents are invited to come in to school to look around the new class and to meet their child's new teacher.

### **10.0 Equal Opportunities**

All staff at Burford Primary have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered at all times, in accordance with the school's Equality Statement and Procedures.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS settings at Burford Primary School.

### **11.0 Safeguarding**

The school takes its safeguarding and child protection responsibilities very seriously and the safety of the child is always of paramount importance. Any concerns are dealt with in accordance with the school's *Safeguarding and Child Protection Policy* and is available on the school's website or at school for parents to read.

### **12.0 Special Educational Needs and Most Able**

Burford Primary is an inclusive school and one that recognises all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment for all, including those with special education needs, so that all can develop to their full potential and become confident, independent individuals and our *Special Educational Needs Policy* provides further information.

### **13.0 Monitoring and Review**

This policy will be reviewed and updated, as required, by the Performance and Learning Committee, but at least every 3 years.

Signed: Zoe Khan, Chair of Governors

Signed: Jenny Dyer, Head Teacher

Dated: June 2018

Review date: May 2021

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<sup>4</sup> [www.oxfordshire.gov.uk/cms/sites/.../EYFS\\_Transition\\_Pack\\_Schools.docx](http://www.oxfordshire.gov.uk/cms/sites/.../EYFS_Transition_Pack_Schools.docx)