

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 all 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, academically, socially 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'1 [March 2021]. This document is a principled approach to early years' education, bringing together children's welfare, learning and development requirements through four guiding principles:

- Every child is **unique**
- Children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- the importance of **learning and development** as children learn and develop at different rates. This includes children with special educational needs and disabilities (SEND).

Areas of learning and development

There are seven areas of learning that develop and shape our curriculum, all are important and interlinked. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are known as the **three prime areas of learning**:

- Communication and Language
- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)

We also support our children in the four specific areas, through which the three prime areas are strengthened and applied. The **four specific areas** are:

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELGs). There are 17 ELGs in total.

Prime Areas of Learning	Early Learning Goals (ELGs)
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Specific Areas of Learning	Early Learning Goals (ELGs)
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

Characteristics of Effective Learning

When planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately.

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

4.0 Active Learning through Play

At Burford Primary school, we recognise that young children learn best when they are active through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe, secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the EYFS setting (Warwick Class) all children are given the opportunity to gain independence and a positive self-image. They develop skills and understanding of the world around them through a range of planned and child-

initiated activities both in the classroom and outdoors, broadening what they know and deepening their knowledge. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has 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.

5.0 Assessment and Record-Keeping

Assessment at the start of Reception Year

The Reception Baseline Assessment (RBA) is a short, activity-based assessment that schools are required to administer within the first six weeks in which a child starts reception. The assessment identifies pupil start points in communication, language and literacy as well as mathematics. Teachers record the results on a laptop, computer or tablet. It is not used to label or track individual pupils. No numerical score will be shared, and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term. Information for parents can be found at the following link

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

In addition to the statutory RBA assessment staff carry out their own assessments of the children across the prime areas of learning and learning behaviours. This is also within the first six weeks.

Assessment is an integral part of recognising children's progress, understanding their needs and planning activities and support. Ongoing assessment (formative assessment) is a key part of the learning and development process. Practitioners in our setting draw upon child interests and achievement and shape their learning experiences around these, through child lead topics in addition to adult lead. In our interactions with the children we respond to our daily observations about children's progress and use these to shape future learning.

We recognise that assessment should not entail prolonged breaks from child interaction or excessive paperwork. We record 'wow moments' that capture a significant moment of learning or development for each child. We do this using an Ipad and the Target Tracker assessment tool. When assessing children, we use our knowledge of the child and our professional judgement. We

keep parents up to date with their child's progress and development every term, either via parent consultations or in the form of a short-written report. In the final term of nursery and reception year parents receive an annual report for their child. A record of each child's progress in all areas of their learning is kept using 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.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Each child's level of development is assessed against the Early Learning Goals. Practitioners indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. Year 1 teachers must be given a copy of the Profile report. Reception teachers should provide short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning. These help inform the dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

6.0 Photographs / Videos

Parents and 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, school newsletters, our website and to capture learning. We respect the right of parent / carers to withdraw this permission.

7.0 Planning

The EYFS Framework provides a clear long-term plan to follow ensuring that all curriculum areas are covered throughout the academic years. Parents can access this along with our termly topic maps on our website.

All areas of learning and development are planned for and available to access within the setting. These learning opportunities provide a range of adult lead and child-initiated activities, both indoors and outdoors. Educational visits within the local community and further a field are planned to support learning. We regularly visit the local library.

8.0 Parents & Carers as Partners

At Burford Primary School we recognise the importance of establishing positive parental relationships with parents and carers. We understand that an effective partnership between school and home will have a positive impact upon the learning and development of our children. We have

a class email address set up warwick@burford-pri.oxon.sch.uk that is checked daily Monday – Friday and welcome chats at drop off and pick up time where appropriate.

Parents are kept informed of school life through the school newsletter and learning log as well as regular letters and informal chats with your child's class teacher. We offer suggestions on how best to support your child's learning and development at home that builds upon what we have covered in school.

Parents are kept informed of their child's progress, attainment and learning behaviours at parent consultations and through short written reports. The first parent consultation is held during the Autumn, Term 1 to allow parents & carers time to discuss with their child's class teacher how they have settled. Another parents evening takes place in the Spring, Term 3 in which we feed back on your child's progress and attainment and share their targets. In Terms 2 and 4 you will receive short written reports and at the end of the academic year you will receive a final annual report.

9.0 Transition

A smooth transition into our Early Years setting is of utmost importance. We recognise that starting a new setting can be a challenging time for both parents, carers and children. We aim to make the process as nurturing and supportive as possible.

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 the year (see the schools Nursery Admission Policy). Before entering the EYFS, parents are offered a tour of the school and a chance to meet staff, with the option of transition visits for your child beforehand to become familiar with the setting. If your child is already attending another setting a visit may be done by the EYFS class teacher too.

9.2 Reception (the academic year in which your child will turn five)

In the Summer Term the class teacher will 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 friends. We also meet with their key worker to learn more about their characteristics of learning, interests and how they develop. Before starting at Burford Primary School all children are invited to transitional visits during the summer term. The purpose of these is for the children and staff to meet and for your child to become familiar with the setting. Parents will be invited to an induction meeting to receive information regarding the induction process, meet the staff and learn more about our setting. During this meeting their will, be time for an informal chat and to ask any questions you may have. School Information packs are also distributed at this meeting.

9.3 Transition into Year 1

Burford Primary School recognises the importance of a smooth transition from reception into Year 1. Effective communication between the Reception and Year one teacher is paramount and occurs at regular points throughout the year. Your child's EYFS profile will be shared with the Year 1 class teacher and extra transitional work will be planned.

In Term 6 the children enjoy transitional visits to the Year 1 class, allowing them time to become familiar with their new learning environment and to meet the staff. The Year 1 Class Teacher also visits the reception children in Warwick class to get to know them in their familiar setting, share stories and join their play. Continuous provision, an integral part of Early Years learning, has been set up in the Year 1 class and outdoor learning area across lower school to support transition and further develop this effective and familiar approach to learning.

10.0 Equal opportunities

All staff at Burford Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered at all times, in accordance with the schools 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 with the EYFS setting at Burford Primary School.

11.0 Safeguarding

The school takes its safeguarding and child protection responsibilities very seriously and the safety of the children is our top priority. Any concerns are dealt with in accordance with the schools Safeguarding and Child Protection Policy which is available on the school website or from school for parents and carers to read.

Safeguarding Lead – Adam Clark Head Teacher

Deputy Safeguarding Lead – Holly Docherty EYFS Lead and SENCo

12.0 Special Educational Needs and Disabilities

Burford Primary School is an inclusive school that recognises all children have the right to a broad and balanced curriculum that is exciting and accessible to all. We aim to create a happy, educationally supportive environment for all children, including those with special educational needs and disabilities. We want all children to achieve their potential and become confident, independent learners. Please see our Special Educational Needs Policy for further information or contact the Special Educational Needs Co-ordinator Holly Docherty.

13.0 Monitoring and reviewing

This policy will be reviewed and updated, as required, by the Full Governing Body, but at least every three years.

Signed

Signed

Date: September 2022

Review date: September 2025