

**Elburton Primary School**  
**Early Years Foundation Stage Policy 2019-2022**

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# Elburton Primary School Early Years Foundation Stage Policy

## 2019-2022

### Our Vision

At Elburton Primary School, we aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill based activities.

### Our Principles

At Elburton Primary School, we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

### Key Requirements

"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." [Original 2012 EYFS Statutory Framework](#) [Statutory Framework for the EYFS DfE 2017](#)

The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- quality and consistency, so that every child makes good progress and no child gets left behind;
- a secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews;
- partnership working between practitioners, parents and carers
- equality of opportunity ensuring that there is no discrimination and every child is included and supported'

The guiding principles which shape our practice are grouped into four distinct but complementary themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

## **Curriculum**

At Elburton Primary School we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

### **Our EYFS Curriculum**

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned with the individual pupils in mind
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real life problems
- strives to encourage and develop a love of learning
- lets learning happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multicultural world in which they live

The Preschool and Foundation classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document.

This document defines what we teach and details the specifics of our setting and school.

The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

### **The Prime Areas of Learning and Development**

#### **1. Personal, Social and Emotional Development**

This area focuses on making relationships, self-confidence and self-awareness, and managing feelings and behaviour. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

#### **2. Communication and Language**

This area encourages developing competence in listening and attention, and in understanding and speaking.

#### **3. Physical Development**

This area focuses on the child's developing physical control, moving and handling, and health and self-care.

## **The Specific Areas of Learning and Development**

### **4. Literacy**

In Preschool, the children are immersed in a purely Phonological Awareness environment. There is a focus on Early reading and stories are shared with the children on a daily basis. When the children then move into Foundation it deepens. This focuses on reading and writing. Children are taught phonics following the Read Write Inc. programme and then throughout the EYFS.

### **5. Mathematics**

This area focuses on learning through practical play activities and on using numbers and understanding shape, space and measure.

### **6. Understanding of the World**

This area focuses on children's developing knowledge and understanding of their own environment, through learning about people and communities, the world and technology. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and ICT.

### **7. Expressive Arts and Design**

This area focuses on the development of the child's imagination and her or his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning.

## Characteristics of Effective Learning

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parents their children's individual dispositions and attitudes to learning. This will be assessed using the Characteristics of Effective Learning which are:

- Playing and exploring - engagement

Children investigate and experience things and events around them and 'have a go'.

- Active learning - motivation

Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

- Creating and thinking critically - thinking

Children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

## Planning

**Intent:** *At Elburton Primary School and Stepping Stones our curriculum is designed to: recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.*

**Implementation:** *Across our EYFS, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in September 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.*

Through planning, teachers ensure that there is a balance of adult led and child initiated activities across the day. During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning. This is then re-fed back into the planning in order to ensure that the areas being covered reflect the children's fascinations currently within the class. By being fluid in this way current topics can be readily introduced and adapted. This allows for spontaneity within our Foundation Stage and allows for unexpected occurrences, such as a butterfly in class, birthdays, new siblings, the window cleaner, to become an integral part of our learning.

## **Direct Teaching**

At specific times in the day the children will take part in an activity that is teacher led. Such sessions include daily phonics lessons, daily reading and daily maths/counting experiences, as well as teaching new skills to support their learning within the classroom environment and also in our extended outdoor classroom. All direct taught sessions are carefully planned and tailored for each group using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

## **Learning Through Play**

Children's play reflects their wide ranging and varied interests and preoccupations. Children learn best from activities and experiences that they have initiated and play with peers is important for children's development. We carefully plan our environment and provide opportunities to reflect these interests to inspire them further, whilst also making sure that children also have the opportunity to extend and practise the skills they have learned through direct teaching. Constant opportunities are provided for children to be able to make their own decisions and choices in order that they can become independent, confident and happy learners as soon as is possible for each individual child. Some children will need gentle encouragement in this step as they become more comfortable in their new setting.

Through play children explore and develop learning experiences, helping them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children at Elburton Primary School soon grasp the rules we have in our Foundation Stage. They see the high expectations we have in every aspect of our day and delight in trying to meet these. 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.

Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections and come to new and better understandings and ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults can support them in making connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. Children have the choice to be outside during the entire day, unless there are exceptional weather conditions. There are provisions for a typical British winter, lots of puddle suits and wellies!

**Impact:** *The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of Pre-School and Foundation Stage.*

### **Assessment, Recording and Reporting of Progress**

Assessment is an essential and important part of the Early Years for children's learning and development.

Assessment takes a variety of forms in order to gain an understanding of each child's level of understanding. These can be through observations, photographic evidence, examples of work, parental conversations. Assessment occurs throughout any taught session as well as during free flow times when children are embedding and extending any previous learning. These assessments will then be used to shape and adapt any future learning.

Observations are taken using [Tapestry App](#), which allows staff to take photos, videos and to make notes while observing what the children are doing or saying. From such observations we can ascertain what the next steps are for the children. We are then able to share these experiences with the children's parents on an almost daily basis. This is a two-way process whereby parents may input observations of their own, add comments to post and like observations they can view. As it is an app based 'Online Learning Journey', it is highly accessible as parents can access on mobile phones, tablets as well as on computers.

When the parents and children at Stepping Stones are offered a place they are invited to induction. The families are provided with a starter pack and it is an opportunity for everyone to familiarise themselves with the pre-school environment, meet their child's key worker and other members of staff.

All children start in September, however we do adopt a flexible settling policy for all new children to allow themselves to become confident in our environment.

On entry to Reception a baseline assessment is carried out for each child and at the end of each half term assessments are collated to track how well the children are progressing. Opportunities for a Parent Teacher Consultation are provided in the Autumn and Spring terms to provide information about children's progress and to discuss the children's learning journey from Tapestry, to talk about children's strengths, achievements, interests and next steps. These form the basis for the monitoring of pupil progress as the children progress through school. On-going teacher assessments are undertaken in line with the Foundation Stage Profile and these form the basis for the end of year report to parents.

We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, the school nurse, Speech and Language Therapy, outreach teachers and other relevant adults
- in-house moderation across the EYFS team
- moderation across Horizon MAT
- moderation with the Local Authority

*The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be ready to join KS1 and have all five of our school's core values embedded by the time they leave our Foundation Stage. These are: Safe, Pride, Flourish, Inspire and Respect.*

### **Special educational needs and disability (SEND) and Inclusion.**

At Elburton Primary School we value the diversity of all children 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 when planning for their learning.

Assessments and teacher observations are used to identify children who may have specific needs within the first half term and ongoing through each child's primary education. Results of assessments are used to ensure that a differentiated curriculum is offered to such children to meet their needs.

At Elburton we have adopted a graduated approach with four stages of action: assess, plan, do and review. This cycle of action:

- Is usually led by the key person or class teacher, supported by the SENCO
- Parents are engaged throughout
- Action is informed by the child's views throughout
- The cycle can be revisited in order to identify the best way of securing good progress.

The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long term outcomes for children.

[DfE and DH \(2015\) SEN and disability code of practice: 0-25 years, para 5.4](#)

### **Safeguarding and Children's Welfare**

When children are safe, they are in turn happy and thus able to learn. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow Jigsaw PSHE, which is underpinned by a mindful approach which supports children in identifying their thoughts and feelings and thus regulate their emotions and choose their behaviours. At Elburton we have an Effective Behaviour's policy where a key area for our Foundation Stage children is the introduction of the self regulation characters in which we role play and use the language associated consistently.



We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance. Our school has rigorous Safeguarding and welfare policy and procedures that are used to identify anyone at risk or harm of radicalisation that sets out clear procedures for reporting any concerns. See our [Schools Safeguarding Children Policy](#) and Child Protection Procedures available on the [school's website](#).

It is important to us that all children in the school are 'safe'. When it is deemed that a child is not safe or that there are concerns about the welfare of individuals Safeguarding procedures are followed and records of conversations or incidents are logged on Child Protection Online Monitoring System (CPOMS).

We aim to teach children that, in society as in a classroom, there is a need for boundaries, rules and limits to which we all need to adhere to help us stay safe. We aim to teach children to be consciously aware of their feelings and the feelings of others and how to manage their own behaviour by identifying behavioural issues and using them as a teaching moment. We also aim to teach our children to take risks whilst learning how to recognise and avoid hazards. Should accidents occur an emergency contact form is completed for all children on entry into school, which includes medical, personal and social details. Other than minor cuts and bruises, all accidents on school premises are recorded in the School Accident Book and parents are informed.

## **Induction and Transition**

Parents of children who are offered a place in Foundation are invited to an induction meeting in the Summer term prior to their child starting school. Children visit for three sessions before the summer holidays and staff visit the children and their families at home prior to starting.

All children are offered a minimum of three taster sessions and some storytelling sessions. More sessions will be made available if it is deemed necessary. We endeavour to be flexible wherever it is possible in order that all children can attend three sessions. All children in Reception start in September on a slightly staggered basis. Children begin by staying for a short session and building up to full sessions. Each child will be given a 'Starting School Pack' which provides lots of useful information and guidance as to how best prepare your child for school.

### **To ensure the best possible transition we:**

- value the parent as the first educator of their child
- make contact with our feeder pre-school within our new intake to discuss essential information on every child
- share important information about our school during new-parents meeting
- use written information sent by pre-schools to inform early planning
- hold a series of 'welcome/taster' sessions for parents and children in June and July
- share information in a transition meeting(s) with key adults for children with additional needs
- meet with every parent and child before beginning school to share important information from home and school (wherever this is possible)

## **Partnership with Parents and Carers**

The school recognises the huge importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parental involvement is actively encouraged. Parents are very welcome to chat to staff prior to the start of the school day or at the end of the school day giving them opportunities to discuss any concerns with staff. Staff ensure that parents are well informed about the curriculum their child is experiencing through Tapestry, home school diary, notes, letters and newsletters. Staff take the opportunity at the end of the day to talk to parents about significant achievements or any concerns.

Throughout the year, parents are invited to attend workshops that help support their child's development at home. Parents are very welcome across both settings to talk about interesting pets, hobbies or jobs.

## **Equal Opportunities**

Staff ensure that all children have equal access to the curriculum. They will be encouraged to respect similarities and differences within cultures other than their own. The school seeks to develop tolerance and concern for others.

## **Monitoring**

The Early Years Leader is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan.

## **The Early Years Team**

The Stepping Stones team are managed by a well-trained team. Leaders at Stepping Stones are fully trained to level 3 Safeguarding and follow the school processes and procedures.

Clear monitoring and liaison across the foundation stage by one of the very experienced -teachers at Elburton, who is part of the teaching and learning team. The Headteacher has overall responsibility of the whole early years provision at Elburton.

Our Reception team consists of experienced teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning. Our aim is that it is hard to distinguish between teacher and teaching assistants in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability by learning through play and enjoyment.