

# Masham C of E (VA) Primary School



## Early Years Foundation Stage Policy

**Policy Approved:** May 2024

**Next reviewed:** September 2025

## Our Intent and Aims

At Masham we intend to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent.

The Early Years Foundation Stage is viewed as a distinctive phase of education at Masham. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents and carers are valued as children's first educators and that they are active partners in their child's school education.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and later life.
- We provide a challenging, stimulating, caring and safe environment.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## Legislation

The Statutory framework for the Early Years Foundation Stage states, "Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in their early years and a child's experiences between birth and age five have a major impact on their future life chances." Department for Education revised 2023.

"When we succeed in giving every child the best start in their early years, we can give them what they need today. We can also set them up with every chance of success tomorrow" Development Matters updated 2023.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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**, with teaching and support from adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers.
- Importance of learning and development. **Children learn and develop at different rates**. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND).

## Implementation

## Structure of the EYFS

Education starts in Reception at Masham CofE Primary School.

Reception children share a classroom with children in Key Stage 1.

All adults spend time with all children to help develop strong and positive relationships. Each child will be assigned a Key Person; in Reception this will be the class teacher.

## Foundation Stage Curriculum

This policy is based on the requirements set out in the revised 2023 statutory framework for the Early Years Foundation Stage. The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation document. Our planning is based upon topics with discrete lessons in phonics, reading, writing and math's.

Three of the seven areas of learning are referred to as the **Prime areas**. 'These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving' (Early Years Framework, 2023)

The three <b>Prime</b> areas are:	
<b>Communication and Language</b>	Listening, Attention and Understanding Speaking
<b>Personal, Social and Emotional Development</b>	Self-Regulation Managing Self Building Relationships
<b>Physical Development</b>	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the **specific** areas.

The <b>Specific</b> areas are:	
<b>Literacy</b>	Comprehension Word Reading Writing
<b>Mathematics</b>	Numbers Numerical Patterns
<b>Understanding the World</b>	Past and Present People, Culture and Communities
<b>Expressive Arts and Design</b>	Creating with Materials Being Imaginative and Expressive

All seven areas of learning and development are extremely important and inter-connected. The three prime areas reflect the key skills all children need to develop and learn effectively, in order to become ready to be lifelong learners. The balance will shift towards an equal focus on all areas of learning as the children move through the Early Years at Masham and grow in confidence and ability within the three prime areas.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Our teaching of synthetic phonics follows the Little Wandle Letters and Sounds programme and our teaching of mathematics is guided by White Rose Maths.

### **Characteristics of Effective Learning**

The EYFS also includes the 'Characteristics of Effective Learning' which helps practitioners identify a child'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 trying if they encounter difficulties, they enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things

Learning through play underpins our approach to teaching and learning in the Early Years. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Our Reception classroom and outdoor area are set up with areas of learning, offering continuous provision to build upon and deepen pre-school experiences. Continuous Provision provides children with stimulating, active play to encourage the above characteristics of learning. We understand that outdoor play is of equal importance as indoor play and offers children 'bigger', 'louder' and 'messier' experiences!

### **Planning**

As a team, we write long term, and medium-term plans based on a series of themes. Each theme offers experiences in all seven areas of learning and development. We enhance and develop these themes according to children's interests. These plans then inform our short-term weekly planning, alongside our observations, which remain flexible for unplanned circumstances or children's responses, whilst – as a mixed phase classroom - also ensuring our planning meets the needs and requirements of the Key Stage 1 Curriculum as well as that of the EYFS.

In the EYFS a variety of teaching styles and techniques are used:

In Reception, there are dedicated times for whole class teaching, adult initiated activities alongside extended periods of time for child-initiated learning (Discovery Time); where children choose their own activities. There are times when children are supported in their activity by an adult and times when they are expected to work independently. Children mostly work in mixed ability groups, however on some occasions they may work in smaller groups with others working at a similar age/stage of development. Some children may be taught in small intervention groups across the year.

### **Teaching**

We create a stimulating environment to encourage children to free-flow between inside and outside. We ensure there is a balance of child-initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests,

guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible.

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on phonics, literacy, maths and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate.

Whole class reading and story time are important parts of the day. We want our children to develop a lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent stories through a mixture of Drawing Club and our Ready, Steady, Write approach as we want our children to leave the EYFS knowing stories, both traditional and modern well.

### **Observation and Assessment**

We understand that ongoing assessment is essential. Everyone in EYFS is encouraged to contribute and discussions take place. As part of our daily practice, we observe and assess children's development and learning. Practitioners observe children to identify their level of achievement, interests and learning styles. We are a small team and staff know our children very well, enabling both adult led activities and informal observations. We use a paper tracker and each child has a 'Leaps in Learning' book which is a scrapbook into which particular pieces of evidence showing individual steps forward are kept – this is shared with parents at parents evenings.

If a child's progress in any of the prime areas gives cause for concern, the class teacher will discuss this with the child's parents and carers and discuss and agree how to support the child.

During the first half term in Reception the teacher will complete statutory Department for Education Reception Baseline Assessment alongside our own school observation based assessments to provide a comprehensive picture of the developmental stages the children have reached.

Within the final term of Reception, we complete the EYFS Profile (Statutory requirement) for each child. Pupils are assessed against the 16 Early Learning Goals (ELGs), indicating whether they are;

- 'Expected' – meeting expected levels of development
- 'Emerging' – not yet reaching the expected levels of development

This provides the parents with a well-rounded picture of the child's knowledge, understanding, abilities and their readiness for Year One. The parents are then given the opportunity to discuss these judgements with the teachers.

### **Parents as Partners and the Wider Context**

We strive to create and maintain partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education in numerous ways. We ensure that parents and carers are aware of the theme and our learning each half term, we keep them up to date with their child's progress and development and we offer workshops to provide an insight into how we teach specific areas of the Early Years curriculum such as phonics and reading and provide detailing ways in which they can support their child at home.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

## **Inclusion**

We value all of our children as individuals at Masham and embrace differences in ethnicity, culture, religion, home language, background, ability and gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so we work closely with parents and outside agencies where required.

## **Safeguarding**

Children's safety and welfare is paramount. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We create a safe and secure environment and provide a curriculum, which teaches children how to be safe; we educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behavior by supporting them to make the right choices. We teach the children how to recognize and manage risks in a supervised learning environment. We aim to protect the physical and mental well-being of all children.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food at snack time and lunch times, following set procedures when children become ill or have an accident. We also promote oral health to encourage good habits. We talk about going to the dentist regularly, when and how we brush our teeth and foods and drinks that help to grow healthy strong teeth and those that do not.

All members of staff within the EYFS are Paediatric First Aid Trained.

## **Transitions**

Transitions are carefully planned to ensure a smooth continuity of learning. During the transition period before starting Reception, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. The class teacher will visit the pre-school settings prior to the children coming into school, to introduce themselves to and to meet their familiar practitioners. We then organize a series of opportunities for children to spend time in the provision at school, and for parents to meet staff, receive important information relating to the start of their child's school journey and to ask any questions they may have. The specific details regarding these transition arrangements are communicated directly to parents/carers of new starters during the summer term preceding their child starting school.

In our class structure, Reception children share their learning space and many activities with their peers in Years 1 and 2. This enables a smooth transition to develop across the summer term as Reception children are encouraged to develop their play and learning towards the practices and expectations of Year 1. As the Reception and Year 1 and 2 children are integrated into one class group we actively support the younger children's aspirations to learn and develop towards their older peers as a natural part of their development and the longer term transition process.

## **Impact**

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children

to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

### **Monitoring Arrangements**

This policy will be reviewed on an annual basis by the Early Years Leader. It will then be reviewed by the Head Teacher and Governing Body.