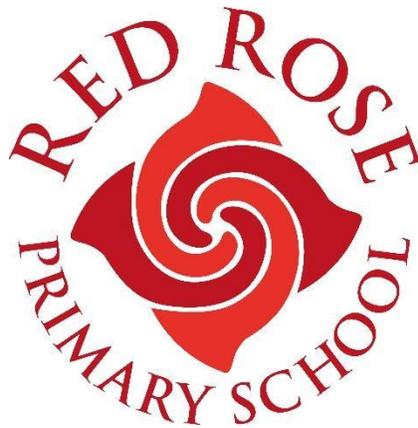


EARLY YEARS FOUNDATION STAGE POLICY



Approved by: Governing Body

Date: August 2021

Last reviewed on:

Next review due by: September 2022

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INTRODUCTION

"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." Statutory framework for the early years foundation stage, Department for Education 2021

EYFS Framework (DfE 2021)

1. Intent

At Red Rose Primary School, we provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs and interests are embraced. Every child is an exceptional individual and we celebrate and respect differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. Language development is at the core of our curriculum. Resources, planning and adult interactions ensure the development of our children's language and vocabulary. We inspire our children to become self-assured, happy individuals, ready to reach their full potential in an ever-changing world. Our EYFS curriculum is driven to: recognise children's prior learning and experiences which have been influenced by their home and community and provide first-hand learning experiences which make our curriculum purposeful and relevant. Children are encouraged to be independent in their learning, with adults facilitating as required. Throughout Reception, children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in turn-taking & sharing and are given opportunities to practise these skills in a safe and nurturing environment. Our curriculum enhancements such as Forest School equip our children to become resilient and creative, critical thinkers.

2. Implementation (Structure of the EYFS)

The Early Years framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The Foundation Stage policy at Red Rose Primary school applies to all children joining us from the ages of 4, 5 and 6 years old, where appropriate. We currently do not have our own nursery but work closely with other local providers.

Our Early Years Foundation Stage comprises of two classes; the Sunshine class and Sunbeam class. To ensure best practice and continuity our Foundation Stage classes work together and share planning, activities and an outdoor learning environment.

2.1 Inclusion

Our school core values, as well as that of the Foundation Stage, embrace inclusion. We recognise and respect the abilities and strengths of our children at all levels of development

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and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We aim to ensure that most achieve the Early Learning Goals by the end of the EYFS. Some children progress beyond this point. We achieve this by planning to meet the needs of different groups: boys and girls, children with special educational needs, children who are more able or who may be gifted and talented in one or more areas, children with disabilities, children born at different times of the year, children in receipt of free school meals, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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;
- 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 all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- providing challenging activities for all children and for those whose ability and understanding are advanced;
- monitoring children's progress and taking action to provide support as necessary.

Where a specific need is suspected we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies, such as the speech and language service, the educational psychologist and the movement team amongst others.

3. 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.

4. Learning and Development

4.1 Curriculum

At Red Rose Primary School, we recognise that children learn and develop in different ways and at different rates. We follow the curriculum as outlined in the Early Years Foundation Stage

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(EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Three of the areas 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 *EYFS Framework (DfE 2021)*

The prime areas are;

Communication and Language	Listening Attention and Understanding Speaking
Personal, Social and Emotional Development	Self Regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

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

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical Patterns
Understanding the World	Past and Present People, Cultures and Communities
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

We enrich the Early Years framework with our ‘Red Rose’ curriculum to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum and the PSHE Jigsaw scheme. Our teaching of synthetic phonics is based on the Floppy Phonics scheme and our teaching of mathematics is guided by the White Rose Maths.

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We make optimum use of the local community as an educational resource, taking the children on a variety of trips throughout the year; The carefully planned curriculum helps children secure the Early Learning Goals (ELG) and achieve a Good Level of Development (GLD) by the end of Foundation Stage; extending into National Curriculum for Key Stage 1 where appropriate.

4.2 Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and the Reception teachers plan activities with these in mind. The characteristics highlight the importance of 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

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

'Being willing to have a go' refers to the child:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in a new experiences
- developing the view that failures are opportunities to learn

Active Learning

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to: the importance of persistence even in the face of challenge or difficulties an element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation which supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

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Creating and Critical thinking

'Having their own ideas' covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

'Using what they already know to learn new things' refers to the way children use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others

'Choosing ways to do things and finding new ways' involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies

4.3 Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as independently. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language.

4.4 Enabling Environments

At Red Rose Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

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The Learning Environment

Our Foundation Stage has two reception classrooms and a large outdoor classroom. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate, learn and challenge children through firsthand experience. There are areas in both classrooms where the children can be active or be quiet and rest. The classrooms are set up in learning areas where children are able to find and locate equipment and resources independently. The outdoor classroom offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunities to explore, use their senses and be physically active.

5. Assessment

At Red Rose Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles.

Our assessment depends on us getting to know our children very well. We gather information from a range of sources including observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We also liaise with feeder nurseries to gain an understanding of the children's starting points, likes and dislikes prior to them starting school. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning.

Practitioners also take into account observations shared by parents and/or carers. This is all completed on an online learning journey called Tapestry. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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 or,
- Not yet reaching expected levels ('emerging')

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The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Positive Relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

6.1 Parents/Carers as Partners

We understand that parents/carers are the children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played in educating their children prior to them starting in the EYFS.

We do this through:

- Talking to parents/carers about their child before their child starts school.
- Providing opportunities for the children to visit school and meet their new class teachers during 2 induction sessions in the Summer term.
- Providing school and EYFS brochures containing all relevant information.
- Parents and children are invited to stay for school lunch to sample our food and experience the dining hall environment during the Summer term.
- Inviting all parents/carers to an induction evening during the term before their child starts school;
- We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child's learning at home. These sessions also give parents/carers the opportunity to work with their child in the school environment.
- Offering parents/carers regular opportunities to talk about their child's progress in reception class and allowing access to the children's 'Learning Journey' profiles including continual access to their online 'Learning Journey'.
- Encouraging parents to write comments relating to their child's achievements and interests outside of school on their child's Tapestry online journal.
- Encouraging parents/carers to talk to staff if there are any concerns. In Reception there is a formal meeting for parents during Autumn and Spring term at which the teachers and the parents discuss the child's progress in private.
- Parents receive a report on their child's attainment and progress at the end of each school year.

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- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Forest school Day, Craft afternoon, Sports Day etc

6.2 Transition

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with local Nurseries and share information to ensure a smooth transition for our children. The EYFS teachers visit children in their current nursery setting.

At the beginning of the school year new reception children are given staggered entry times to ensure that they have the time to feel welcomed and to support them in exploring their new environment. In reception there is a two week settling in period to ensure that children have the time to become secure and familiar with the new routines before starting school full time. For the first week half of the children attend school in the morning and half of the children in the afternoon. For the second week children attend school for a slightly shorter school day from 9.30am - 2.00pm allowing the children to stay for lunch and experience the dining hall.

At the end of Reception, children have the opportunity to meet with their new teachers in their classrooms prior to starting Year one to support an effective transition. At the end of each school year teachers share their knowledge of each child's personal development and academic achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

During children's time in reception a range of shared activities are planned for all classes to help develop children's confidence and to ensure continuity in experiences throughout the foundation stage. Children in reception make use of the whole school facilities, such as the hall, ICT suite, library and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children. Throughout the reception year, when children are ready they are gradually introduced to whole school activities such as assemblies and to using the playground during lunch time.

7. Safeguarding and Welfare

'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.' (DFE, 2021)

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At Red Rose Primary school we follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) and we adhere to the school's safeguarding policy.

We are a healthy school and our children under 5 receive free milk and all children have access to fresh water and free fruit from a Government scheme. Our Reception children also receive a free school meal that is prepared on the premises or they can choose to bring in a healthy packed lunch.

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Recognising those foods which are good/bad for your teeth
- Visit to Dental surgery or visit from a Dentist to minimise anxiety about visiting the Dentist

We also teach E-safety across our EYFS in age appropriate ways.

We have put in place medical plans and First Aid procedures for children who require ongoing medication and accidents are recorded. We also use CPOMs to record other safeguarding issues and concerns. This system enables staff to securely record any issues and notifies and alerts the Safeguarding Leads. Information is securely stored and provides an accurate chronology of events. All areas, including outside, are checked daily and risk assessments are completed regularly for these areas and also for every educational visit.

Wellbeing

As part of our daily routine, children are encouraged to use an interactive display focusing on emotions. They find their photograph and choose whether to place it beside happy, sad, tired, worried, unwell, upset or angry. This tool has been introduced to promote positive discussion of our emotions and to provide children with a tool to communicate their feelings, perhaps before having the language to do so. Children can move their photograph throughout the day and can use this strategy to let the adults know if something is wrong.

We understand that we are required to;

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

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- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

8. Monitoring

This policy will be reviewed and approved by the Senior Leadership Team every year. At every review, the policy will be shared with the governing board for ratification.