



THE CHURCH
OF ENGLAND

Lady Boswell's C.E. (Aided) Primary School

*Learning Together, Learning
for Life*

EYFS Policy

Date of Policy: May 2022

Date of last Review: May 2024

Date of Next Review: May 2025

Revised Review Date: May 2027*

Policy to be authorised by: Full Governing
Body

Policy approved:

Signature:

Author of Policy: Sharon Saunders and
Natasha Wyatt

*Upon review of this policy, the Governors have agreed that an extension to a 3-year cycle is appropriate. As a result, a revised review date is shown above.

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

As a result, our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

- ❖ Positive Relationships
- ❖ Enabling Environments
- ❖ Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Lady Boswell's we recognise that every child is a competent learner who can be resilient, capable, confident, self-assured and be able to self-regulate. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

-Inclusion

We value the diversity of individuals within the school. All children at our school are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

At Lady Boswell's 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.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, 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;
- ❖ planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- ❖ monitoring children's progress and taking action to provide support as necessary.

-Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.

At Lady Boswell's we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. 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.
- ❖ 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 school and to meet the needs of the children.
- ❖ Carry out regular supervision meetings, as detailed within our supervision policy, for all staff working in the EYFS.

Positive Relationships

At Lady Boswell's we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

-Staffing

Each of our two Reception classes has 30 pupils. These classes are each led by a class teacher with the support of a teaching assistant. We also welcome parent volunteers as we recognise what a huge impact parents can have, as well as the value of having additional adults in the role of supporting and extending the learning of our pupils on a daily basis. At Lady Boswell's all members of staff in the EYFS have an equally important role in the learning and development and, with this in mind, we ensure that we hold weekly team meetings, regular supervision meetings and regular Continuing Professional Development (CPD). All staff in the EYFS understand child development, are passionate, enthusiastic and responsive to children's needs as well as being sensitive and caring and providing the nurture that young children require.

-Transition

At Lady Boswell's, we recognise that before a child can learn they need to feel safe, secure and happy in their environment and build good relationships with their teachers and peers. We ensure our pupils are fully prepared for their transition from Preschool education to Reception in a variety of ways. This includes visits to preschools, parent/ teacher meetings, preschool practitioner/ teacher meetings, taster afternoons, a teddy bears picnic, the provision of a bespoke transition photo book and a bespoke 'All About Me' book which the children and their families complete during the summer period before they begin school. We also offer a phased entry where for the first two weeks, the children attend mornings only, the second week lunch is introduced and then finally, the children embark on full time schooling if both the class teacher and parents are in agreement.

-Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- ❖ talking to parents about their child before their child starts full time in our school through a 1:1 informal meeting at school
- ❖ offering both parents and children the opportunity to spend time in the Foundation Stage during our 'stay and play' session.
- ❖ operating an open-door policy for parents with any queries.
- ❖ completing children's 'Learning Journey' profile books and valuing the on-going contributions to these from parents during termly Open Classroom afternoons.
- ❖ offering three parent/teacher consultation meetings per year.
- ❖ offering all parents the opportunity to become a volunteer in their child's class.
- ❖ electing parent representatives who offer informal support and social events to the other parents and children
- ❖ engaging parents in their child's learning journey through the interactive online journal and by providing opportunities for parents to feedback to us updates on their child's learning and achievements outside school.
- ❖ providing parent meetings and workshops including a 'New Entrants Welcome Meeting', a phonics workshop and an information session about the online learning journal.
- ❖ Engaging parents with our 'Focus Child' system to recognise and celebrate new achievements and developments from the perspective of both school and home.
- ❖ sending two interim reports throughout the year and a full report on their child's attainment and progress at the end of the school year.

Enabling Environments

At Lady Boswell's we recognise that the environment plays a key role in supporting and extending the children's development and we view it as the children's 'third teacher'. The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely and we have an enclosed outdoor area. The classrooms and the outdoor area have defined learning zones, where children are able to find and locate equipment and resources independently. We provide an enriching and stimulating environment both indoors and outside which offers the children a broad range of resources enabling them to apply and extend their learning in all areas of the EYFS curriculum and far beyond. We operate a 'free flow' system where the children from our two classes can move between all the learning areas as they choose. We also have a large forest school area which the children use at least once a week.

Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their

language skills and be physically active. Through observation we assess the children's interests, stages of development and learning needs before planning additional exciting, engaging and challenging activities and experiences in the environment to enhance and extend the children's learning.

Observation, Assessment and Planning

The Lady Boswell's EYFS curriculum map is shaped by the areas of learning and development outlined within the statutory Early Years framework. The experiences and learning opportunities planned for in our termly 'knowledge organisers' incorporate and build upon the statutory Educational Programmes, also included within the Early Years framework. Our plans have a foundational 'topic-based' approach however, these plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This fostering of the children's interests develops a high level of motivation and engagement in our pupils. Nevertheless, whilst we may adapt our topics, our planning and teaching continues to ensure the children are learning, developing and extending the key skills outlined in the Early Years framework, to secure a strong foundation in preparation for their learning in Year 1.

We make regular assessments of children's learning as well as monitoring the characteristics of effective learning and their wellbeing and involvement. We use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and are carried out by all members of the EYFS staff. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journey' profile book and their Online Journal. Parents are also invited to contribute to this via the online learning journal and the 'Achievements and Next Steps' section of the 'Focus Child' form that is sent during the year. The children are also regularly assessed in their reading, writing, phonics and maths through a process of informal, play based teacher assessments as well as daily formative feedback of teacher directed tasks. Throughout the year the children's progress is recorded on our bespoke pupil tracker. EYFS staff use the non-statutory guidance of Development Matters to monitor the broadly typical progression of a child's development. At the end of the reception year in school, the child's final attainment against the EYFS Profile is recorded and sent into Kent for comparison with other schools. Each child's level of development is recorded against the Early Learning Goals.

Learning and Development

At Lady Boswell's we recognise that children learn and develop in different ways and have their own learning styles. We have high expectations of all our pupils regardless of their

background or ability and strive to provide learning opportunities that ensure the children confidently master, use and apply their learning within each of the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. The three prime areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive are:

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the world
- ❖ Expressive arts and design

Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are:

- ❖ the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- ❖ the understanding that teachers have of child development and learning, and how this affects their teaching;
- ❖ the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- ❖ the carefully planned curriculum, built with guidance from the Educational Programmes, that helps children work towards the Early Learning Goals;
- ❖ the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- ❖ the encouragement for children to communicate and talk about their learning, and to develop independence;
- ❖ the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

- ❖ the identification of the progress and future learning needs of children through observations;

The Characteristics of Effective Learning:

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. 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 have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make 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.

Monitoring and review

The Headteacher, SENco, EYFS Leader and Subject Co-ordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Policy to be reviewed: May 2025, but addressed with all new members of staff on their induction.