



Barton Primary School

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Staff Responsibility	Nursery Lead
Governor responsibility	FGB
Signed by Chair	

Early Years Foundation Stage Policy

What is EYFS?

The Early Years Foundation Stage (EYFS) curriculum sets standards for the education, development, and care of children from birth to 5-years-old. It was introduced as part of the 2006 Childcare Act and must be followed by all Ofsted registered settings and childminders. It's the first stage of a child's education, which ends when a child enters Key Stage One (KS1).

Introduction

At Barton Primary School we are committed to providing a high quality Early Years education which gives children a secure and confident start to their school life and nurtures a life-long love of learning.

Aims and Purpose

We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework outlined in the revised documentation (2023) that clearly states –

‘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.’

When parents choose Barton Primary School we want them to be confident that we will keep their children safe and help them to thrive.

The overarching aim of the Early Years Foundation Stage (EYFS) is to help young children grow and develop by teaching them to stay safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being by:

- setting the standards – at Barton Primary School we aim to deliver individualised learning, development and care that enhances the development of the children. Children will be supported to make progress at their own pace.
- providing for equality of opportunity – at Barton Primary School we endeavour to ensure positive attitudes to diversity and difference so that every child is included and not disadvantaged. We want our children to learn from the earliest age to develop British values and to value diversity in others and grow up able to make a positive contribution.
- creating the framework for partnership - at Barton Primary School we are committed to working with parents and other agencies to ensure the best possible outcomes for our children.
- improving quality and consistency - at Barton Primary School we are committed to ensuring that we adhere to the universal set of standards, which apply to all early years settings.

- laying a secure foundation for future learning - at Barton Primary School we recognise that children's earliest experiences help to build the foundations for life-long learning. Staff will be sensitive to the development of individuals to ensure that the activities and experiences offered match their stages of development.

Parents/Carers as Partners

Parents/carers are the children's first educators; we are committed to working in close partnership with them in order to enable each child to achieve their potential. We seek to maintain an effective partnership between home and school by:

- Demonstrating that we value and respect the role of the parents/carers as the first educators by listening to accounts of their child's development and any concerns and aspirations they have.
- Ensuring that parents/carers are provided with information prior to admissions enabling them to feel confident about the transition process.
- Ensuring arrangements for settling in are flexible enough to give time for children to become secure and for practitioners and parents to discuss children's circumstances, interests, skills and needs.
- Demonstrating that we value linguistic diversity and provide opportunities for children to develop and use their home language in play and learning.
- Welcoming parents/carers into the setting to support and enrich the learning opportunities provided.
- Ensuring parents/carers are informed about the curriculum and school life through regular newsletters, curriculum outlines, termly opportunities for more formal discussions as well as informal opportunities.
- Sharing information regarding a child's progress and achievements and how parents/carers can support the next stage of learning.

The Early Years Foundation Stage Framework

The Early Years Foundation Stage (EYFS) is organised into seven areas of learning. There are three prime areas and four specific areas. Although the prime areas are initially given more focus, the delivery becomes equal as the children progress through the Foundation Stage. All the areas will be delivered through planned, purposeful play, in a stimulating and nurturing environment with a balance of adult-led and child-initiated activities.

The Early Learning Goals outline the knowledge, skills and understanding that children are expected to have acquired by the end of their Reception year. Some children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language.

Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to the child, so that they are able to use what they have learned and apply it in new situations. At Barton, we work on developing and embedding these abilities and attitudes in order to support the children in becoming strong learners, helping them to learn well and make good progress in all the Areas of Learning and Development.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected. Whilst the different elements of learning are identified to make the complex picture of learning clearer, many or all of these elements are in action at the same time as children interact with people and things.

Prime Areas

The three Prime areas of development and learning lay vital foundations in the early years. They are always in action in every activity a child does: experiencing feelings; developing a sense of self and others; physically engaging through their senses and movement; learning to understand and communicate with others. The Prime areas strongly influence learning in the Specific areas of learning and development.

Personal, Social and Emotional Development

The children will be provided with experiences and support, which will help them to develop a positive sense of themselves and of others, respect for others, social skills and a positive disposition to learn. We provide opportunities to support children's emotional well-being, helping them to understand their own emotions and those of others. We will support children to develop their confidence in their achievements and be able to wait for their turn. We also aim to support children to become independent and learn about how to look after their bodies, including healthy eating.

Communication and Language

This area of learning includes listening and attention, understanding and speaking in a variety of situations and for different purposes. The development of children's spoken language is fundamental in all areas of learning. The development and use of communication and language is at the heart of young children's learning. The children will be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes. Children are supported in developing the confidence and disposition to do so.

Physical Development

This area of learning is about improving skills of coordination, control, manipulation and movement. Physical development is split in to moving and handling, which takes into account of fine motor skills and gross motor skills, and health and self-care. Physical development also importantly helps children gain confidence in what they can do and enables them to feel the positive effects of being healthy and active as well as learning to be independent in things such as toileting, dressing and feeding themselves. Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive. We support their development through sensory activities, and opportunities to develop stability, coordination and core strength.

Specific Areas

Literacy

Children are supported in learning to read and write, engaging with a wide range of books, reading simple texts and writing for a variety of purposes. Children will be taught phonic strategies to support them in their literacy. We will endeavour to promote a love of reading through providing an environment rich in print and possibilities for communication.

Mathematics

The children will be supported in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their developing understanding. This area of learning includes counting and developing a deep understanding of number. Their learning will also include sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Experiencing concepts in practical situations and linking experiences to everyday life is crucial in the early stages of development. Children will be encouraged to look for patterns within numbers, make connections and develop a positive outlook on mathematics. The children will be provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

Understanding of the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the physical world and our community. This forms the foundation for later work in science, R.E., history, geography and information and communication technology. Their learning will be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; work with a range of materials and the use of IT in the classroom environment. This area is supported by the enrichment of activities and experiences and builds on the development of children's vocabulary.

Expressive Art and Design

Imagination is fundamental to successful learning. Being imaginative enables children to make connections between one area of learning and another and so extend their understanding. They will be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, media, materials, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology. Opportunities for children to explore, construct, create and have time to review, reflect and repeat experiences is key.

Learning Through Play

Well-planned play, both indoors and outdoors, provides key opportunities for young children to learn with enjoyment and challenge. We recognise the importance of the adult support and secure, engaging environment in the role of effective play.

Effective play opportunities involve:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activity
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play

The secure environment and adult support in play enables children to:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practice and build up ideas, concepts and skills
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings

- Take risks, make and learn from mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled and safe environments.

Observation, Assessment and Planning

All planning starts with observing children in order to understand and consider their current interests, development, and learning. Our planning is always led by the children's interests. Planning always follows the same pattern – observe, analyse and use what we have found out about the children in the group so we can plan for the next steps in their learning. The planning in the Early Years Foundation Stage is designed to encourage all children to achieve the early learning goals within their foundation stage, providing the building blocks for the children to progress. A whole team approach to planning provides greater coherence and progression in the teaching and learning in the Early Years Foundation Stage. Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending children's knowledge, experiences interests and skills.
- Provide a wide range of well planned, purposeful, challenging activities that utilise the children's interests and previous knowledge
- Support and develop children's involvement and concentration in order for them to learn effectively
- Present activities in many ways and use a range of teaching strategies
- Develop self-esteem and confidence in their ability to learn
- Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- Monitor children's progress, identifying areas of concern and taking action to provide support.
- Give opportunities for self-assessment and reflection

Assessment and Recording

Ongoing assessment is an integral part of the learning and development process.

Assessments are based on the staff observations of what children are doing in their day-to-day activities. Accounts of information provided by parents and other settings are valued.

Reception Baseline Assessment (RBA)

This is a short assessment that is taken within the first six weeks of children starting Reception.

Staff will:

- make systematic/spontaneous observations and assessments of each child's achievements, and interests
- use these observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child;
- spend time playing and supporting children through different areas within the setting, this will allow staff to identify areas that children are meeting or may need additional support with.

We use Birth to Five statements and Development Matters to assess the children and measure progress. As the child progresses through the Nursery and School, the staff will make judgments based on their observations of the child in all seven areas of learning.

At the end of Reception children are assessed against the 17 Early Learning Goals. This will indicate whether children are meeting their expected level of development or working towards them.

'It 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.' (Statutory Framework for EYFS; p19)

All Reception and Nursery children attending Barton Primary School have a personal, on-line Learning Journal which allows staff to send photos/ films of our learning in school to share with families, so the discussion can be continued at home. It is also an opportunity to celebrate individual children's learning. Parents are also encouraged to share achievements.

During the year there are formal and informal opportunities to feedback information to parents. Parents/Carers are vital partners in the assessment process. Towards the end of the academic year in Reception and for children starting school in September a written report covering the seven areas of learning and the characteristics of learning will be given to parents/carers. A copy of the final report is also passed to the child's next teacher.

Admissions

Please see Local Authority booklet for the admissions arrangements for this academic year.

Ref: Statutory Framework for the Early Years Foundation Stage (2023)