


March
2022



EYFS Policy

Approved by Governors:	30 th March 2022
Signed	 Fiona Boulton, Chair of Governors
For review:	September 2023
School website:	✓

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

BALDWINS GATE CE PRIMARY SCHOOL

EYFS POLICY

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1. Our Vision

This is the Early Years Foundation Stage policy for Baldwins Gate CE (VC) Primary School and is set within the context of the whole school aims and vision –

Baldwins Gate Primary School is a Christian school where children, inspired by our Christian values, learn together to be the best that they can be.

Through respect, tolerance and kindness they learn that they are unique and valued and to celebrate the value and uniqueness of others.

4 Love is patient, love is kind.

7 It always protects, always trusts, always perseveres.

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Early Foundation Stage Policy

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’

(Statutory Framework for the Early Years Foundation Stage 2021)

2. Aims

At Baldwins Gate CE (VC) Primary school, we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. We understand that children develop quickly in the early years and a child’s early experiences have a major impact on their future life chances. This is a crucial time for developing their enjoyment of learning, their engagement and motivation.

This policy sets out how we aim to provide:

- A broad and balanced curriculum which builds on children’s interests and experiences, giving them the broad range of knowledge and skills needed for good progress through school and life.
- Opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Quality and consistency in teaching and learning so that every child makes good progress and achieves their potential. **Ensuring that children keep up not catch up.**
- Choice and decision-making, fostering independence and self-confidence.
- Close partnership with parents/carers, valuing their contributions.

3. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

4. Curriculum

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, children and their families have the opportunity to join us, in Nursery in the September after their third birthday.

The final year of the EYFS is referred to as the Reception year. Children start Reception full time in the September of the school-year they will be five.

5. Overarching Principles

The Early Years Foundation Stage is based on four distinct but complementary principles that shape practice in early years. These are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

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

5.1 A Unique Child

At Baldwins Gate CE Primary school, we recognise that every child is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, stages and 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/Special Educational Needs and Disability – We believe that all our children matter and we value the diversity of individuals within the school. We believe that equality of opportunities for all those in our care is paramount and all our policies, procedures and practice will reflect the rights of all children and adults including those with special educational needs or a disability, all ethnic and cultural groups and those with English as an additional language. We have a zero-tolerance attitude towards any form of discrimination and will challenge any inappropriate attitudes and practices.

At Baldwins Gate CE (VC) Primary School we recognise the importance of early intervention in supporting a child's physical, cognitive, social, emotional and behavioural development. Early intervention can take different forms, from supporting parents, school-based programmes to encourage development of knowledge and skills and additional support at school from appropriate staff (Teachers and Teaching Assistants). We make differentiated provision for all ability levels within school and, if deemed appropriate after discussion with parents/carers, support from outside agencies. The pupil's 'Key Person'* will be responsible for identifying and planning for individual needs with help from the SENCo or Safeguarding lead or deputy if applicable.

5.2 Positive Relationships

At Baldwins Gate CE (VC) Primary School, we recognise that children learn to be strong, confident and independent from having secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise the role that parents have played already, and the continuing importance of their role in educating the children throughout their life. Therefore, we value being partners with them in their child's education journey. We do this by:

- Inviting parents to an induction meeting prior to children starting school, where staff talk with parents about how the class works, the expectations of their children and how they can help at home in preparation for both the start of their Nursery and Reception learning journeys with us.
- Offering both parents and children the opportunity to spend time with staff in their new classroom before starting school; these are our 'Stay and Play' sessions.

- Early Years staff will visit children in their current setting or in the home prior to starting Nursery and in their current setting prior to starting in Reception. This supports staff in getting to know the children's needs and interests.
- Within the first half term the school holds an open evening for parents and carers to share photographs and learning from the first few weeks of term. This provides parents with the opportunity to talk informally with staff and meet other parents in the class.
- Holding termly meetings for parents, during which the pupil's 'Key Person*' and the parent discuss the child's progress and next steps for learning.
- Sharing termly letters that inform parents of the learning focus, focus weeks for that term and how they can support their child at home.
- Sending home phonetically decodable reading books, library books and where appropriate phonic games and phonic cards. Also encourage parents to make comments in their child's reading record about their reading at home.
- Providing support videos linked to specific areas of learning to help parents working with their child at home.
- Providing end of year reports which outline the progress and achievement made by each child.
- Celebrating children's achievements with their parents, through e-mail communication, certificates and 'star achievements' at home booklets.
- Informing parents of what we have been learning each week through 'Learning Together' emails. Parents are also encouraged to contribute by sharing learning from home.
- Holding workshops to explain how parents/carers can support their children with areas such as early reading, phonics, communication skills, writing, mathematics or personal/social development.

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. Each child also has a key person* who ensures that every child's learning and care is tailored to meet their individual needs.

"When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning" (EYFS handbook)

5.3 Enabling Environments

At Baldwins Gate CE (VC) Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. The environment in our EYFS classrooms regularly changes to match the needs and interests of our cohorts. The Provision is constantly evaluated and changes made to develop the children's knowledge and understanding to ensure mastery of skills by the end of EYFS, enabling them to be ready for the next stage of their learning journey in Year 1. These changes happen in response to information gathered from observing the children and assessing their ongoing needs and development. This is called the continuous provision, built on basic resources and added to throughout the year.

Carefully selected resources are also regularly added to areas of continuous provision, inside and outdoors, to further develop and extend a theme or focus and in response to children's interests. These resources are described as Enhanced Provision and are outlined in planning.

We aim to create an attractive and stimulating learning environment where children feel secure and confident, and are challenged to develop their independence. The learning

environment is divided into a variety of different stations, for example: deconstructed role-play, a mini library, creation, messy (sand, water, playdough etc) and construction. Each station is set up to ensure development in reading, writing and maths. The children also have regular access each day to the outdoor learning environment. Access to the indoor and outdoor learning environments has a positive effect on the children's development. Being outdoors offers further opportunities to explore, use their senses, develop their language skills and be physically active. It provides opportunities for doing things in different ways and on different scales than when indoors and allows children greater space to be physically active and exuberant.

Effective learning builds on and extends prior learning and follows children's interests. We begin by observing the children to find out about their individual needs, interests, stage of development and learning needs. We then use this information to plan challenging but achievable activities and experiences.

5.4 Learning and Development

At Baldwins Gate we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand they are inter-connected. We strive to provide a tailor-made curriculum that engages and inspires our children, providing them with memorable experiences which prepare them for their next stage of learning.

There are seven areas of learning and development that must shape educational provision in early year's settings. The children will cover all seven areas of the curriculum through everyday activities. We believe all learning areas are important. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and Language;
- Physical Development; and
- Personal, Social and Emotional Development.

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

- Literacy;
- Mathematics;
- Understanding the World; and
- Expressive Arts and Design.

We support parents by providing them with a welcome booklet prior to their child starting school, outlining each of the areas of learning. This is built upon throughout the year through sharing planning and other information as set out in the Positive Relationships section.

We deliver learning for all of the areas through, planned purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. We believe that play in the Early Years classroom is essential and contributes to the development of the whole child. Through play our children explore and develop learning experiences, which help them make sense of the world. Through practice they build up ideas, learn how to control themselves and understand the need for rules and fairness. 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. When children have the opportunity to explore and be curious, they become effective learners. The characteristics of effective learning are set out below. Learning is always planned for around these areas.

*The pupils key person is defined as someone appropriately qualified who has responsibility for a specific group of children and builds relations with them and their families. They support the planning, teaching and assessment of those they are responsible for while in school.

5.5 The characteristics of effective learning

In planning and guiding what children learn, adults working with the children reflect on the different rates at which children are developing and adjust their practice appropriately. In planning children's activities, we reflect on the different ways that children learn and how they organise their own play. Consideration is given to creating opportunities for the children to demonstrate the three characteristics of effective learning:

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

6. The role of the adult

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate/model and work alongside children
- Help children to see links in their learning
- Support, reassure and encourage
- Encourage children to be problem solvers and investigators
- Help children to learn how to negotiate and resolve conflict
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents/carers
- Ensure the environment is safe and secure
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The seven areas of effective practise as set out in development matters 2020 (revised in 2021) further identifies the importance of the adult's role (Appendix A).

7. Observation, Assessment and Planning

Practitioners consider the individual needs, interests, and development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development. Adults working in Nursery with the youngest children ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary. Adults working with the Reception children build upon

these strong foundations to develop effective learning across all seven areas ready for the Year One curriculum.

It is important that long and medium-term planning in EYFS involve all staff, so that plans can be used as a vehicle of interest to deliver the children's next steps in learning and feed into weekly planning. However, the 'Key Person' may alter these, after discussion with other staff, in response to the needs, achievements and interests of the children they are responsible for. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations and discussions with children then lead the direction of the planning.

The planning objectives within the Foundation Stage are from the EYFS supporting document Development Matters (2020). The planning will include discrete RE, PE, phonics, maths and literacy directed teaching. Our medium-term planning identifies the intended learning for children working towards the Early Learning Goals. All adults work closely in the EYFS to plan for progression. All staff are involved in evaluating provision and planning changes or enhancements to support or extend children's learning.

Children in Nursery and Reception take part in whole class and small group sessions which are tailored to meet their age and stages of development. These group activities include, phonics, literacy, maths, RE and PE sessions. Children also take part in daily story and rhyme times. Children in Reception also take part in weekly RSHE.

8. Assessment and recording systems

Ongoing formative assessment is an integral part of the learning and development process at Baldwins Gate. It involves practitioners knowing children's stages of progress, achievements and interests, in order to shape teaching and learning experiences for each child. Children are observed in all areas of the curriculum and significant observations are recorded showing personal achievements. Each child has an online learning journey created on Tapestry and this is shared with parents/carers. Assessment at Baldwins Gate does not involve prolonged breaks from interaction with children and does not require excessive paperwork. When assessing whether a child is at the expected level of development, practitioners draw on their knowledge of the child and their own professional judgement against age related expectations. Staff also use Classroom Monitor to support their judgements. **

** This relates currently only to our Reception children, however we plan to build our Nursery children into this part of the assessment recording process.

Statutory Assessments - Children will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception, regardless of when they join the class, unless they have been assessed previously. The RBA is an age-appropriate assessment of mathematics and literacy, communication and language, that is delivered in English. It is clearly linked to the learning and development requirements of the EYFS. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

On entry to Nursery and Reception classes, the Early Years practitioners use their professional judgement, based on observations of individuals, to record the starting points for the children's level of development. Children are assessed across the seven areas of learning using the Development Matters age and stage of development bands.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage Profile is completed for each child. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging) across the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Each child's level of development is recorded as Emerging or Expected against the 17 Early Learning Goals.

9. Safety and Welfare

At Baldwins Gate we recognise that 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 understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2021) and have regard to the 'Keeping Children Safe in Education', 'Working Together to Safeguard Children' statutory guidance and the 'Prevent duty guidance for England and Wales'.

We endeavour to meet all these requirements and staff receive annual safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. Our full safeguarding and welfare procedures are outlined in the schools Safeguarding and Health and Safety policies. An annual audit is completed to ensure systems are in place to cover all aspects outlined in section three of the Statutory Framework.

10. Monitoring and Evaluation

It is the responsibility of the EYFS staff to follow this policy.

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed at the start of each academic year. At every review, the policy will be shared with the governing board.

Appendix A

Seven Key Features of Effective Practise at Baldwins Gate CE (VC) Primary School

Below details the seven key features of effective practise in EYFS. This details the area, what it looks like in the classroom and what it means to the staff. These features support adults' development and support continuous self-evaluation of practise.

Key Feature	What does it look like?	What does it mean for the adult?
The best for every child	-Learning and areas are accessible to all children and support high quality progress for all.	-Continuously use assessments to identify those children who are struggling. This could be due to a variety of factors including background, SEND or early life experiences. -These are identified quickly and plans put in place to best support these children to keep up and narrow the gap promptly. -Getting to know the children and their families, focussing on where they might need support before they start the school.
High Quality Care	-All children are supported by adults who consistently care, listen, respond and support them on their journey to become independent learners.	-Adults prioritise listening and talking with children. -Adults understand and enjoy developing experiences for children. -Adults provide consistent high- quality care supporting pupils to thrive. -Adults understand that children thrive when they are loved and cared for.
The curriculum- What we children	-Learning is constantly evolving around the interests and needs of the children.	-Adults create a well-planned and ambitious curriculum. Carefully planning for a 'spiralled development' where learning continually builds over time. -Learning and plans are flexible to meet the needs and interests of the children. -Planning for children's language development is key. -It is understood that children's development is like a spider's web, not a straight line. -Staff plan for depth in learning instead of lightly covering lots.
Pedagogy: helping children to learn	-Children learn through exploration, problem solving and play that is supported by the adults.	-Adults provide opportunities for children to learn through independent and scaffolded play. -Adults model problem solving and play to develop effective independent learners. -Adults encourage children to see and explore the achievements of others in their class. -Adults provide high quality guided learning. -Adults provide high quality direct teaching. -Adults create environments that enable child-led play and when appropriate step in sensitivity to support and extend children's learning. -Learning is well planned by adults and care given to when guided learning opportunities might be needed. -Where possible the continuous provision is used constantly (through independent and guided tasks) as a vehicle for children to develop as independent, curious learners who are able to independently problem solve and work as team with others.

Key Feature	What does it look like?	What does it mean for the adult?
Assessment: Checking what children have learnt	-Learning tasks and the classroom is clearly designed from the assessments of what pupils need and their interests to support progress.	<ul style="list-style-type: none"> -Assessments should not take practitioners away from children for long periods of time. -Adults should know what children can do. -Adults should know what children know. -Adults should know what they want children to know and be able to do. -Adults should be able to highlight whether a child has special educational needs and/or needs extra help in a particular area to support their learning and development. -Adults only carry out assessments that are useful for the development of the children in their care.
Self-regulation and executive function	-The classroom should be planned to independent allow children to explore through language to use their thinking, persistence and plan ahead.	<p><u>Executive Function</u></p> <ul style="list-style-type: none"> - Adults encourage children to be able to hold information. - Adults encourage children to focus attention, - Adults encourage children to think flexible. - Adults encourage children to Inhibit impulsive behaviour. <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> -Adults support children to concentrate their thinking. -Adults support children to think about and plan next steps. -Adults encourage children to think about what they doing and making adaptations. -Adults support children to regulate strong feelings. -Adults encourage children to develop patience. -Adults support children in bouncing back when things get difficult.
Partnership with Parents	-Parents are given the opportunity to join their children in the learning environment. Work from home is clearly shared and enjoyed in school.	<ul style="list-style-type: none"> -Adults build an effective, strong and respectful partnership with parents. -Adults regularly create opportunities to listen to parents (through conversation or e-mail). -Adults give clear information about their child's progress. -Adults encourage all parents to support their child's learning at home. -Adults encourage parents to chat, play and read with their child at home.