

C PARK SCHOOL - EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

1. INTRODUCTION

- 1.1 The Early Years Foundation Stage at Park School applies to children from 3 months to the end of the Reception year. Compulsory schooling begins at the start of the term after a child's fifth birthday. However, for children who turn 4 years old after the 1st July, parents can choose to defer starting school until September of the following year (which is the term after their 5th birthday). Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right and in preparing children for later schooling. The learning and development requirements are detailed in The Statutory Framework for the Early Years Foundation Stage (2024) and this sets out the learning and development requirements as well as safeguarding and welfare requirements.
- 1.2 The majority of children join our Reception year having already begun their learning journey in an Early years Setting, including, our own Nursery.
- 1.3 The Early Years education we offer our children is based on the following documents and principles:
- Statutory Framework for the Early Years Foundation Stage (2024)
 - Childcare Act 2006
 - Birth to 5 Matters
 - Characteristics of Effective Learning

We strive to achieve this by:

- Getting to know each child
- Developing positive relationships
- Providing an enabling environment
- High quality interactions with passionate and knowledgeable practitioners
- Early identification of additional needs and appropriate intervention and support
- Opportunities for deep learning by providing a rich and stimulating environment both inside and outside
- Allowing children time and space to develop at their own rate and in their own way
- We aim to start from the children's interests and build upon them
- Offering a structure for learning and content that matches the needs of young children

2. AIMS OF THE EARLY YEARS FOUNDATION STAGE

The EYFS curriculum underpins all future learning by supporting, fostering, promoting and developing children's:

2.1 Characteristics of Effective Learning

The EYFS lays out the Characteristics of Effective Learning as follows:

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking

2.2 Prime Areas

- Personal, Social and Emotional Development;
- Physical Development

- Communication and Language

2.3 Specific Areas

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

3. TEACHING AND LEARNING STYLE

3.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and Key Stage 2.

3.2 Play in the Early Years Foundation Stage

3.2.1 Through play, both indoors and outdoors, our children explore, develop and take ownership of their learning experiences, which help them make sense of the world. They practise, build up ideas, learn self-regulation and understand the need for boundaries. 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 express likes and dislikes and are encouraged to participate in a variety of activities. The Nursery and Reception classes facilitate child initiated learning and follow a child-initiated planning approach that emphasises flexibility and extending children's interests.

3.3 The more general features of excellent practice in our Nursery and Reception that relate to the EYFS are:

3.3.1 the strong and positive partnership between teachers, teaching assistants, nursery practitioners and parents and carers. This is so that our children feel secure at school and nursery and develop a sense of well-being and achievement;

3.3.2 the understanding that teachers, teaching assistants and nursery practitioners have of how children develop and learn, and how this affects their teaching, interaction with the children and flexibility in delivering the curriculum;

3.3.3 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;

3.3.4 the curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;

3.3.5 the provision for children to take part in activities that build on and extend their interests and develop their cognitive, physical, social and emotional abilities;

3.3.6 the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

3.3.7 the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

3.3.8 the identification of the progress and future learning needs of children from observations. These are regularly shared with parents. In Reception, this consists of 3 parent evenings and half termly reports alongside the Learning Journeys and the use of Blossom. In Nursery this is focussed on Blossom, supported by ongoing communication, and termly Parent/Teacher

Evenings.

- 3.3.9 the good relationships between our school and the settings that our children experience prior to joining our school;
- 3.3.10 the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- 3.3.11 the regular identification of training needs of all adults working within the Early Years Foundation Stage.
- 3.3.12 the importance of up to date safeguarding training for all staff.
- 3.3.13 the importance of outdoor provision and providing a supportive and engaging environment for the children to learn in.
- 3.3.14 the identification of SEN and support put in place
- 3.3.15 referral to the Transition Policy to foster a positive transition for children, parents and staff.

4. INCLUSION IN THE EARLY YEARS FOUNDATION STAGE

- 4.1 In our school we believe that “Every Child Matters”. 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.
- 4.2 In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage although some children progress beyond this point. 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.
- 4.3 We meet the needs of all our children through:
 - 4.3.1 planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
 - 4.3.2 using a wide range of teaching strategies based on children’s learning needs;
 - 4.3.3 providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
 - 4.3.4 providing a safe and supportive learning environment in which the contribution of all children is valued;
 - 4.3.5 using resources which reflect diversity and are free from discrimination and stereotyping;
 - 4.3.6 planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
 - 4.3.7 monitoring children’s progress and taking action to provide support as necessary;
 - 4.3.8 planning and providing opportunities for their next steps in development;
 - 4.3.9 differentiated phonic phase groups in Reception;
 - 4.3.10 the learning environment, both inside and outside, is set out to maximise accessibility for the

children;

- 4.3.11 referring to outside agencies (e.g. Speech Therapy) when appropriate for our children;
- 4.3.12 Early support – Come Talk With Me or ready steady chat;
- 4.3.13 Use of whole school facilities.

5. THE EARLY YEARS FOUNDATION STAGE CURRICULUM

- 5.1 The curriculum for the EYFS in our school reflects the areas of learning identified in the Statutory Framework for the Early Years Foundation Stage (2024). The experiences that our children meet enable them to develop a number of competencies, skills and concepts across the prime and specific areas of learning.
- 5.2 The Early Learning Goals are in line with the objectives in the Statutory Framework, Birth to 5 Matters and Development Matters. Once the children have been baselined they have daily mathematics and phonic inputs in Reception.
- 5.3 Birth to 5 Matters provides the basis for planning throughout the Early Years Foundation Stage. Teachers use national schemes of work where appropriate to support the planning for individual children. Our planning is completed and identifies the intended learning for children working towards the Early Learning Goals, and for those working within the National Curriculum.

6. ASSESSMENT

- 6.1 We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate.
- 6.2 During the first half term in the Reception class, teachers use transfer document information, Interactive Learning Diary entries, observations and Learning Journeys to determine where each child lies within each area of learning. We work towards the Early Learning Goals throughout the year, which are then shared with the Local Authority to provide Profile judgements. We inform progress throughout the Reception year with parents at termly parents evenings and our written reports throughout the year. The child's next teacher uses information to make plans for the year ahead.
- 6.3 On arrival in Nursery, children are tracked within the Early years Framework. We carry out the progress check on two year olds (27 month check) which is shared with parents. We also ask parents to share their child's HV 27 month check if already done.
- 6.4 Each child has a Learning Journey whereby progress is documented through observations and photographic evidence. In the Nursery and Reception classes this is presented through Blossom, which parents can access and contribute to constantly.
- 6.5 Parents in Reception receive reports that offer comments on each child's progress. They highlight the child's strengths and development needs and give details of the child's general progress. We complete these termly.

7. HEALTH

- 7.1 At Park School and Nursery we recognise the importance of promoting good oral hygiene. It is important we help the children to develop good habits from an early age. We do this through discussing healthy food choices, teeth brushing and the importance of regularly visiting the dentist.

8. THE ROLE OF PARENTS

8.1 We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their child. We do this through:

- 8.1.1 talking to parents about their child before their child starts in our school/nursery
- 8.1.2 giving children the opportunity to spend time with their teacher before starting Reception at Familiarisation visits in June and July before they start, and through familiarisation sessions in the Nursery;
- 8.1.3 inviting all parents to an induction meeting during the term before their child starts school;
- 8.1.4 offering children who start in Reception once the school year has begun the opportunity to have a familiarisation visit at the school to meet their teachers and peers;
- 8.1.5 offering parents regular opportunities to talk about their child's progress in our Reception class;
- 8.1.6 encouraging parents to talk to the child's teacher or key worker if they have any concerns. In the Nursery there are informal parent's evenings. In Reception there is a formal meeting for parents in the School each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each term, this allows time to discuss each child's circumstances;
- 8.1.7 having flexible admission arrangements and flexible school hours that enable children and parents to become secure;
- 8.1.8 arranging a range of activities throughout the year that encourage collaboration between children, school and parents;
- 8.1.9 offering a range of activities that support the involvement of parents. There is regular communication with home through the Reception Reading Record and the Interactive Learning Diary in both Reception and Nursery. We invite parents to a curriculum evening to discuss the curriculum and ways in which they can support their child through the Reception year.

9. NURSERY/CLASSROOM ORGANISATION RESOURCES

9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We provide materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10. REPORTING TO ISI AND OFSTED

10.1 We are obliged to report:

- 10.1.1 Any allegations of serious harm or abuse by any person living, working, or looking after children at the premises, whether the allegations relate to an incident committed on the premises or elsewhere, and of the action taken, at least within 14 days.
- 10.1.2 Any food poisoning affecting two or more children cared for on the premises, at least within 14 days.
- 10.1.3 Any serious accident, illness or injury to, or death of, any child in their care and of the action taken, at least within 14 days.