Swanton Morley VC Primary School
"Love your neighbour as yourself."

Date Agreed	July 2024
Signed	R.Robinson

Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) is based on four themes:
A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

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

1- A Unique Child

At Swanton Morley Primary School (SMPS) we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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 are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. 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 EYFS 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 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 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 if necessary.

2 – Positive Relationships

At SMPS 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.

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 school;
- Offering both parents and children the opportunity to spend time in the EYFS before starting school;
- Sharing the children's achievements throughout the year and valuing the ongoing contributions from parents;
- Offering two parent/teacher consultation evenings per year;
- Sending a report on their child's attainment and progress at the end of the school year.

Key Person

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. At SMPS the key person for each child is the class teacher, who is assisted in this role by teaching assistants working within the Reception team. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them. The EYFS staff discuss and meet with pre-school providers when possible, to discuss children and their transition process in to school.

3 – Enabling Environments

At SMPS we recognise that the environment plays a key role in supporting and extending the children's development. Using questioning and observations, we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Just as they do in their pre-school setting, children in their Reception year follow the new revised (for 2021) EYFS curriculum and work towards achieving the Early Learning Goals (ELGs) at the end of their first year in school. The planning within the EYFS uses the Development Matters statements from the EYFS guidance as a tool to assess, plan and deliver a tailored curriculum for each child to access. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. Assessment in the EYFS takes the form of both formal and informal observations. These observations made whilst children engage in child initiated, adult initiated or directed play activities. They contribute to the child's Learning Story and planning of next steps for children. Here at SMPS, we use a secure electronic system for doing this which is called Tapestry, many of our local

pre-school settings use this also. Follow the link for further information, https://tapestry.info/ . At SMPS, and in response to national concerns about children's speech and language levels, we carry out a "WellCom" Speech and language assessment on every child in the autumn term. This is then followed in the spring term by a Nuffield early language intervention (NELI) language screen. This enables us to pull together an in-depth picture of a child's language and understanding skills, to enable us to access early support for a child when necessary and offer language intervention where appropriate.
From September 2022 the Reception Baseline Assessment (RBA), a statutory assessment for all children starting in Reception, is carried out during the first 6 weeks. This is an activity-based assessment carried out by staff, of children's attainment in early literacy, communication and language and early mathematics skills.

The Learning Environment
The EYFS classroom spaces are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc… The EYFS has enclosed outdoor areas, and children have access to these learning environments. 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. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

4 – Learning and Development
At SMPS we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in EYFS settings. We value all areas of learning and development equally and understand that they are often inter-connected. 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:

Prime Areas:
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support the 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 how children develop and learn, 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 means of communication;
- The carefully planned curriculum that helps children work towards the Early Leaning Goals throughout EYFS;
- 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 though observations.

Play 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 situation. We deliver learning for all of the areas through purposeful plat 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.

Creativity and Critical Thinking
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 buy showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move around the classroom to extend their learning.

Admissions and Induction

For first admissions into school parents/carers will need to apply through Norfolk County Council School Admissions via –

https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions

If a place at SMPS is offered by County the school will then contact all families with more information around transition arrangements.

At SMPS we recognise that to be effective, transitions need to be organised around the needs of the child whilst being carefully planned and discussed with families.

Following an initial transition period, children usually attend full time in Reception from mid/late September. This period may be extended in consultation with parents if it is felt that the child needs an extended phased transition. Before they start in the setting, all parents/carers will be invited to an initial meeting. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal conversations and questions from parents/carers.

Children and families may also be offered visits during the Summer Term. The purpose of these initial visits is to provide opportunities for parents/carers, children and staff, to begin to develop a relationship, as well as for the children to start to familiarise themselves with the setting.

Parents/carers may also be asked to complete an "All About Me" booklet with their child over the summer. This will provide staff with a bit more individual information about the children when they start at school.

Intimate Care
Reception age children sometimes need help with dressing and toileting during their first year at school. The staff at SMPS are happy to help if the child gives permission but we encourage all parents to ensure that their child is as self-sufficient as possible when starting reception, especially with regards to toileting. For the protection of all we try to make sure that there are two adults available to provide intimate care; if this is not possible a practitioner will inform another member of staff that they are going to provide intimate care, in line with our Intimate Care Policy.

Monitoring and Review
The Headteacher, School Leaders (SLT), Early Years Teacher(s), Subject Leaders and Governors carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule as appropriate.