



Early Years Foundation Stage Policy

At Everton Primary School we are proud of our positive ethos and the efforts that we take in order to develop children's spiritual, moral, social and cultural education.

We believe that once you are a member of Everton Primary School, you are part of our EVERTeam, and when you move on you will always be a part of the FOREVERTeam, and this all begins in our Foundation Stage.

In our Nursery and Reception classes the children are cared for and provided with a stimulating, engaging and challenging environment to enable each individual to build their foundations for future learning and make good progress as they move up through Everton Primary School and beyond. We work in partnership with the families and carers of all children at Everton Primary School to support each child in becoming active learners for life. This policy links with the Every Child Matters agenda, in that every child has a right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

1. Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. At Everton Primary School children are able to join our Nursery the term following their third birthday, they then move up to our Reception class at the beginning of the school year in which they are five. Compulsory schooling begins at the start of the term after a child's fifth birthday. Key Stage 1 begins for our children at the beginning of Year 1. The EYFS is important in its own right, and in preparing children for later learning. Young children need an environment which is safe and secure, in which they can play, explore, experiment, develop confidence, be curious and learn. They should be involved in play based activities, which are clear and purposeful. The Early Learning Goals set out what is expected of most children by the end of the EYFS.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.
- It enables children to make an effective transition from home to school.

We value the individual child and work alongside parents, carers and others to meet their needs and to help every child reach their full potential.

As outlined in the EYFS Statutory Framework '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.'

2. EYFS Principles

Effective practice in the EYFS is built on the following four guiding principles that should shape practice in Early Years Settings. These are;

Unique child

Positive relationships

Enabling environments with teaching and support from adults.

Learning and development

See Statutory Framework for the Early Years Foundation Stage (DfE 2021)

3. The Early Years Foundation Stage curriculum

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.

All seven areas of learning and development are important and interconnected. The experiences that our children meet often enable them to develop a number of competencies,

skills and concepts across several areas of learning. All areas of learning are equally important and depend upon each other to support a rounded approach to the development of each child. 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Children are provided with a range of rich, meaningful first hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Within our curriculum, we support children's understanding of effective characteristics of learning, which we call our 'EverTen'. We continually seek opportunities to further develop children's:

1. independence
2. resilience
3. ambition
4. kindness
5. confidence
6. teamwork
7. curiosity
8. enthusiasm
9. honesty
10. respect

We expect our children to uphold these standards in all aspects of their lives as part of the FOREVERTeam: Everyone, Everyday, Everlasting.

4. Planning and Teaching

Activities and experiences are planned for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to facilitate and deliver challenging, engaging and enjoyable learning experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

A core text supports children's learning in both nursery and reception and is carefully chosen to support the children's ages and stages of development. Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered.

Unlocking letters and sounds phonics sessions are delivered daily, alongside daily White Rose maths sessions. Children in Reception also have daily literacy sessions.

Throughout Nursery the delivery of these activities is more flexible but, as part of the smooth transition to Key Stage 1, more structure is put in place throughout the Reception year.

Development matters is a non-statutory guidance to support the implementation of the statutory requirements in the EYFS. The guidance is used by our staff to understand and support each individual child's development pathway.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

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. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation stage curriculum. *Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge'. QCA*

The children 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 fears or re-live anxious experiences in controlled and safe situations. The children are involved with both group and individual play, some initiated by adults, some by the children.

They learn by being active learners working with a wide range of resources. Through play children will develop intellectually, creatively, physically, socially and emotionally. It also gives them the opportunity to take risks and make mistakes.

5. Assessment

In the Early Years Foundation Stage at Everton Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Alongside observations of children in their play we complete phonics (Unlocking letters and sounds) assessments every half term to ensure that all children are making good progress and to identify interventions early. Math and Literacy work is recorded in books to see each child's individual learning journey.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). As well as this each child is assessed by the class teacher within the first few weeks of starting school. The results are analysed and we then use them to identify patterns of attainment within the cohort of children. Targets are set for each child to work towards. We use this information to modify the teaching programme for individual children and groups of children.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Parents receive an annual report at the end of Reception that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. Targets are set for the transfer to Year 1 and are shared with both new staff and parents.

6. Inclusion in the Early Years Foundation Stage

- a. In our school we believe that all our children matter. In line with national and LA policy we take care to ensure that all children have equal opportunities to engage in learning regardless of race, social circumstances, religion, culture, gender or special educational needs. We adopt and implement a policy of inclusion where opportunities are actively pursued to ensure that all children can benefit from the curriculum we provide and are given every opportunity to achieve their best. We do this by taking account of our children's life experiences during the planning phase. Where children are identified as needing additional help it will be provided.

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. Some children progress beyond this point.

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. This may involve links with other agencies for some of our children, including for example speech therapists, educational psychologists should the need be required.

7. Working with Parents

At Everton Primary School we recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

Parental engagement is key to forming a successful home-school partnership. We encourage, engage and involve our parents in a variety of ways.

- Parents/carers are invited in for stay and play sessions before their child starts at our school. Allowing both children and parents the opportunity to spend time with their teacher and support staff and get familiarised with the setting before starting school;
- Parents/carers support will be positively encouraged and welcomed. This include interacting and working with the children whilst they engage in activities within school or at home.
- We offer parents regular opportunities to talk about their child's progress in our Foundation Stage Unit or express any concerns, both formally at parent consultations and informally through the use of Class Dojo and at the school gate. If needed a meeting will be set up between the staff and parent/carer so that any issues can be resolved quickly.
- We will offer activity days, workshops and parent events throughout the academic year which will support the children's learning and provide opportunities for parental involvement.
- We can support children and their families with flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstance
- Regular Newsletters are posted on the school website so that parent/carers are informed of whole school issues.
- We will ask you to keep us updated with any wonderful achievements your child makes at home using Class Dojo. This may include sharing photos, videos or messages about learning, significant life or mile stone events.

8. Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use 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.