

Early Years Policy



Name of School: **Earls Barton Primary School**

Committee/ Person(s) Responsible: **EYFS Lead and EYFS Governors**

Distribution : **Governors and Website**

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Document Reviews

Version	Agreed by	Adopted Full Gobs	Comments	Initial
1.0		09/06/2022	New EYFS policy agreed	
1.1		6/7/23	EYFS Vision added. Amendment to nursery visits taking place prior to starting in September.	BM



Introduction

At Earls Barton Primary School we aim to provide our children with the best quality early education, therefore we ensure that our Foundation setting is underpinned by our knowledge of the Early Years Foundation philosophy and guided by the principles set out in the EYFS framework. The EYFS framework applies to children aged from birth to the end of Reception year. The geography of the school and the school building has been considered when planning the indoor and outdoor curriculum.

EYFS Vision

In Early Years at Earls Barton Primary School, we are passionate about creating an environment where children can develop a love of learning and develop as individual and collaborative learners. We believe that all children are unique and learn at their own pace, and that play is the most important way for children to learn. We also believe that children learn best when they are happy, feel safe, are learning within a stimulating environment and when they are surrounded by people who believe in them and support them. Our learners will develop in an environment that supports a mix of open-ended play and directed learning, whilst following individual children's interests and needs.

It is important for all children to have the opportunity to reach their full potential, regardless of their background or circumstances. We will create a learning environment that is inclusive and equitable, and that values the diversity of our children. We will also teach children about the importance of love, respect, and understanding, and we will help them to develop a sense of global citizenship.

The Early Years Foundation Stage is vital to providing the solid foundations that children continue to build on throughout their school life; it is our aim that children develop the prime skills to enable them to thrive in their day-to-day life by being able to form positive relationships, understand their emotions and communicate effectively. Children will leave Early Years with the skills to enable them to successfully transition to Key Stage One from knowledge and skills attained through the teaching and enabling environment linked to the 'specific areas' of learning.

It is important for children at Earls Barton Primary School to strive for excellence in all that they do. We will support children to achieve 'excellence in everything' by providing them with challenging and stimulating learning experiences, and by helping them to develop their self-belief and confidence. We will also encourage children to be proud of their achievements, and to celebrate their successes.



Our EYFS vision is based on the following values:

Kindness: We believe that it is important to treat everyone with kindness and respect, both adults and children.

Respect: We believe that it is important to teach children to respect themselves, others and the environment.

Excellence: We believe that it is important to encourage children to strive for excellence in all that they do.

Self-belief: We believe that it is important to help children to believe in themselves and their abilities.

Honesty: We believe that it is important to teach children to be honest and truthful.

Aims

At Earls Barton Primary School, we aim to:

- Provide a safe, challenging, stimulating and caring environment which is sensitive to all children's needs.
- Provide an EYFS curriculum that is based on using play and language as a vehicle for learning.
- Plan a curriculum that is based on the needs and interests of the children by using ongoing observations and evaluations.
- Ensure that we foster and promote independence in learning.
- Provide a balance of adult focused, adult structured and child-initiated opportunities.
- Make use of our learning environments to ensure that children access all areas of the curriculum through continuous provision.
- Ensure that adults intervene sensitively in children's play to extend children's learning, thinking, and problem solving and language development.

EYFS Statutory Framework

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- Children develop and learn in different ways and at different rates.



Curriculum Delivery

In the Foundation Stage we plan and deliver the EYFS curriculum through a themed topic approach, whilst also considering the interests of the children. The children work towards the Early Learning Goals in the seven areas of learning, as set out in the EYFS framework. They are:

Communication and Language

Personal, Social, Emotional Development

Physical Development

Literacy

Maths

Understanding the World

Expressive Arts and Design

In delivering the curriculum, we also take into account the following Characteristics of Teaching and Learning:

Playing and exploring

Active learning

Creating and thinking critically

To organise our curriculum, we:

- Ensure a long-term curriculum overview is written and used.
- Ensure that each topic planned will have a medium-term topic overview that will outline how objectives will be delivered, how language and vocabulary will be developed and the knowledge and skills that will be achieved.
- Ensure that each topic map is building upon the children's prior knowledge and understanding and formed by the on-going assessment and observation process.
- Teach whole class sessions on the carpet, to teach new learning and skills.
- Plan for small group adult led activities so children can practice and develop their newly learnt skills.



- Use the classroom environment to encourage independent learning and acquisition of new skills. This environment is carefully planned.
- Use the Northamptonshire agreed syllabus to plan and deliver RE.
- Use the Real PE scheme to ensure that key skills are taught and developed throughout the year.
- Use the Jigsaw scheme to teach PSED sessions.

The Environment

In our Foundation Stage setting we provide and plan for areas of continuous provision. These areas are available on a daily basis for children to select resources from. We also ensure that the provision we are enhancing is linked to the weekly learning intentions, children's needs, interests and skill development.

To achieve this, we ensure that:

- Areas of continuous provision are modelled to children.
- Children can self-select the resources that they need to follow their own lines of enquiry.
- We provide open-ended resources that provide challenge.
- Children can take resources from one area to another to support their learning.

Partnership with Parents and Community

At Earls Barton Primary School we believe that parents have a crucial role to play in their children's development, as their primary educators. Therefore we feel it is important to demonstrate a commitment to inclusion by encouraging and valuing partnerships between children, parents, staff, governors, the LEA and the local community. We provide visits into the local community for the children to further develop their learning and also regular visitors to school to support this. Termly curriculum information sheets are available on the school website. Parents are asked to share with the school their children's achievements at home. These are then celebrated at school and recorded on a display. Parents are also encouraged to share their children's achievements on our online platform SEESAW. This ensures that parents are also contributing to the Early Years Foundation Stage profile.

Parents are also encouraged to read with their children and practise the phonemes (sounds) that children have learnt in phonics.



Admissions

There are 75 places in the Foundation Stage and parents are asked to apply for a place. If the school is oversubscribed the Local Education Authority will select for a place using the following criteria:

1. Children in public care or previously in public care but immediately after being looked after became subject to an adoption, residence/child arrangements order or special guardianship order.
2. Pupils who live in the linked area.
3. Pupils with a brother or sister continuing at the school at the time of admission of the child.
4. Other pupils.

Parents have a right to appeal if they do not get their preferred place. Application are completed online through the Northamptonshire County Council website.

Transition/Induction Arrangements

It is important that transition from setting to setting and between key stages provides as much continuity as possible to ensure that children feel confident, safe and secure. Building positive relationships with both children and carers is our main priority. Arrangements are based on the following programme:

On entry or prior to starting within Foundation Stage, Earls Barton Primary School practitioners visit many of the pre-school settings to meet the children in an environment familiar to them.

At the end of June, the children are invited to attend a picnic with their parents and the following week they spend a morning or afternoon session within the EY classrooms.

Parents are invited to an evening meeting where they learn about the day to day running of the school, including voluntary help in school and the role of the PTA. We also offer a curriculum evening to inform parents as to the educational opportunities which their children will experience.

In July, home visits are offered to all families with two members of our EYFS team. Teachers receive transition documents from pre-school settings which they use to help form initial baseline assessments on children to ensure planning meets the children's needs and builds on what they already know and can do. Continuity and smooth transition continues when the Foundation Stage children move into KS1 with the children spending two days in their new class (in the second half of the summer term) Foundation Stage and KS1 staff also meet to discuss



individual children's needs and profiles and other records are transferred to Year 1 staff to aid the transition between the Key Stages.

Attendance

In the first two weeks of the autumn term children in the Foundation Stage attend school on a part-time basis (either mornings or afternoons). There is also an opportunity for children to experience lunchtimes for two days whilst they are still part time. From week three onwards the children may attend full time. However, a flexible arrangement can be made during the autumn term if parents feel that it would be more appropriate for their child to attend school on a part time basis. This is, of course, subject to agreement following discussion with staff and parents.

Play

Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

The role of the practitioner is crucial in:

- 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

Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practice and build up ideas, concepts, skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk or rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or re-live anxious experiences in controlled and safe situations



At Earls Barton Primary School we aim to promote the concept of diversity and offer a flexible learning environment to meet a range of learning styles and needs. Our school is committed to planning to meet the needs of **all** children. We believe that an awareness and understanding of the requirements of equal opportunities that cover race, gender and disability and of the code of practice on the identification and assessment of special educational needs is essential.

Foundation Stage Leaders Role and Responsibilities

It is the responsibility of the Foundation Stage Leader to:

- Lead a team of practitioners
- Provide guidance, advice and support
- Exemplify the highest standards of teaching and learning across the Early Years team
- Keep abreast of new and updated Early Years practice and research and inform the team of this
- Provide a supportive, secure, caring, stimulating and respectful environment
- Provide a well-planned, balanced curriculum based on the Foundation Stage seven areas of learning that meet all individual needs and offers opportunities for learning

In relation to planning, organisation, monitoring, assessment and resources:

- Prepare, implement and review a Foundation Stage action plan.
- Provide support to families and children during transitional periods and develop and nurture a strong relationship between families and the setting
- Develop links and liaise with the Community, local cluster settings, school Governors and other relevant outside agencies

The Foundation Stage team will adhere to the school's Relationships and Behaviour Policy and Health and Safety Policy. Appropriate risk assessments are carried out prior to visits out and about and activities in the outside or creative areas, and one member of staff is always based in each of the areas being used to ensure children's learning is moved forward through observation, evaluation, intervening in play and where appropriate to provide further challenge.

Linked policies

- Northamptonshire RE syllabus
- Real PE scheme
- Jigsaw scheme
- Relationships & Behaviour Policy
- H & S Policy

