

Terling C of E (Aided) Primary School



Early Years Foundation Stage Policy

Flourish and Shine in all that we do
"Those who are wise will shine like the brightness of heavens"
Daniel 12:3

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Early Years Foundation Stage Policy

'Flourish and shine in all that we do' and the gifts of **courage, trust, respect and truthfulness** are the values of Terling Church of England Primary School. We aim to weave these through our EYFS curriculum.

'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'.

**“Statutory Framework for the Early Years Foundation Stage”,
Department for Education, 2023**

At Terling Church of England Primary School, we are dedicated to providing a high-quality Early Years Foundation stage (EYFS) education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the standards set in the Statutory Framework for the Early Years Foundation Stage. (EYFS Statutory Framework [2023](#)).

Development matters (revised 2023) sets out the following seven key features of effective practice in the EYFS:

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self- regulation and executive function
7. Partnership with parents

Learning and Development

The Early Years Foundation Stage Framework states that educational programmes must involve activities and experiences for children, as set out under each of the **prime areas** of learning:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Building on these fundamental areas of development are four **specific areas**:

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

Our provision and planning is focused in children's current needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

The Characteristics of Effective Learning

At Terling Church of England Primary, we consider the importance of 'how' children learn as well as 'what' children learn. The **Characteristics of Effective Learning** give children the tools they require to learn at the highest level. They ensure children develop as confident and capable learners. These effective learning behaviours are categorised under the following heading:

- **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

Teaching and Learning

The adults play a key role in supporting learning through both adult-led and child-initiated learning contexts. Although we believe that a structured approach is effective for teaching children phonics, reading, writing and maths, we know that children need to consolidate focused learning through play and daily routines.

We appreciate that children can learn at their highest level when pursuing their own interests. Therefore, we also offer children opportunities to lead their own learning and consolidate key skills through play-based contexts. They are given time to explore, investigate, think, follow their own ideas, interact and reflect. We find during these times that children's well-being and involvement levels are high and throughout the EYFS children demonstrate increasing ability to self-regulate their behaviour and learning.

Home learning

Parents are expected to read the Read Write Inc materials with their child daily. Parents should also be sharing a range of books and stories at home to promote a love of reading and support their children's development in communication and language. Sharing a book could involve reading to your child or taking a my turn, your turn approach, encouraging children to read simple words and sentences aloud, using their current phonics knowledge.

As children progress through the Read Write Inc phonics scheme, they will move onto reading an appropriate 'ditty book' which should be read with your child daily. The 'ditty book' stays the same for the whole week to support the child's development of reading fluency.

Children will be given a half termly home learning resource which covers all of the areas of learning. Children are expected to work with their parents to complete the tasks over the half term. Children share their learning with their peers at the end of the half term.

Observation, Assessment and Planning

Ongoing observation and assessment is a central part of the learning and development process within EYFS. This involves all adults working with the children, knowing each individual child's level of achievement and interests, which then shapes the teaching and learning experiences for each child reflecting that knowledge. In all interactions with children, adults in the classroom respond to their own day-to-day observations about children's progress as well as reflecting on the observations that parents and carers share. Assessment plays an important part in helping us to recognize the children's progress, understand their needs, and plan provision and activities to support this. Some assessment information, such as mark making, writing, phonics and elements of maths, is gathered in books.

The school uses the DfE baseline assessment materials to provide an on-entry assessment. This is supplemented with our own observations and assessment focused on children's phonological awareness. The information provides an ongoing record of achievement and shows progress across the child's time in Reception.

Assessment will be tracked using statements from Development Matters. These assessments provide an overview of children's attainment at four points throughout the year (On entry, autumn, spring and summer) providing the teacher with information to ensure planning is well-focused and well-pitched. This information is closely monitored to ensure that all children are making at least good progress from their baseline assessment at the beginning of the autumn term. Children's phonological awareness is assessed as they enter Reception and then half termly Read Write Inc assessments are carried out.

At the end of the EYFS phase, all the gathered information will enable Reception teachers to assess each child's attainment against the 17 Early Learning Goals (as described in the EYFS Framework).

Early Learning Goals should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to the ELGs.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support learning in the EYFS. We also arrange trips for children in the EYFS within the local community, for example visiting the church, shop or ford. The children take part in educational visits linked to their topic work for example Hyde Hall gardens.