



Malmesbury C of E Primary School

Company Number 08483768

Early Years Foundation Stage (EYFS) Policy

**“Growing together in wisdom and love;
discovering life in all its fullness.”**

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Malmesbury C of E Primary School

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EYFS at Malmesbury C of E Primary School

“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, September 2021

The EYFS is based upon four principles:

- 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** with teaching and support from adults who respond to their individual interests and needs, and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

We believe that Every Child Matters and everyone deserves to have an equal chance of success. We have created an exciting and vibrant curriculum to endeavour to meet the needs of all our pupils in the best way we can.

“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”

Clay P. Bedford

Intent

The intent for our children is to enter the next stage of their education ready to tackle new challenges with courage and perseverance. We provide a broad and balanced Early Years Curriculum that is based on first-hand experiences and purposeful interactions. It also pays regard to the skills and attitudes that the Key Stage One curriculum will demand.

We aim to provide a Curriculum that is responsive to individual starting points and needs.

Through our curriculum we aim to:

- make the child's first experience of school happy, positive and fun;
- provide a rich, interesting, and stimulating learning and teaching environment that allows children to develop their skills fully;
- foster a love of learning and develop confidence and resilient minds;
- promote emotional well-being;
- build positive relationships and work in partnership with families;
- support children's development in all areas of the EYFS; and
- support every child as an individual.

Implementation

Learning and Development

At Malmesbury Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning

Features of effective learning in the EYFS include:

- partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the teachers' understanding of how children develop and learn, and how this can influence their teaching;
- the use of a range of approaches to provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop play and talk or other means of communication;
- a carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encouragement for children to communicate and talk about their learning and to develop independence and self-management;
- support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- identification of the progress and future learning needs of children through observations, which are shared with parents;

- good relationships between our school and the settings that our children experience prior to joining our school.

Play

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

Statutory Framework for the Early Years Foundation Stage, September 2021

Through play, our children explore and develop learning experiences that 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.

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. This provides children with a sense of satisfaction as they take ownership of their learning.

Creativity

Children should be given opportunities 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 by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources independently and are allowed to move freely around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of three PRIME AREAS:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (C&L)
- Physical Development (PD)

And four SPECIFIC areas:

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. (These are Age Related Expectations – ARE.)

In EYFS children working either below or above ARE are swiftly identified and set appropriate challenges to enrich and extend their learning experiences by appropriate differentiated activities in everyday learning.

“Learning is a treasure that will follow its owner everywhere.”

Chinese proverb

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. Our curriculum is ambitious and carefully sequenced to build learning over time.

In the EYFS we set challenging but realistic expectations to meet the needs of our children through:

- a well-planned learning environment;
- planning learning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a mix of different approaches based on children’s learning needs;
- providing a wide range of different learning 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 that inspire learning, 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.

It is important to us that all children in the school are safe. We aim to educate children on boundaries and rules to further develop their understanding as to why rules are necessary. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See *Safeguarding Policy*.)

Positive Relationships

At Malmesbury C of E Primary School we recognise that children learn to be strong and independent through secure relationships. We aim to develop positive, 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 the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- inviting all parents to an induction meeting during the term before their child starts school;
- inviting parents to attend a parent consultation before children start school, to share information about their child with the class teacher, prior to school entry;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns (there are formal meetings for parents at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year);
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents. These include: class assemblies, open evenings, Sports Day and the Summer Fete;
- providing 'Wow' comment sheets for parents to comment on children's achievements outside of school.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely.

There are areas where the children can be active or be quiet and rest. The classroom is set up with 'continuous provision' discovery tables. Children can locate and access equipment and resources independently. The EYFS classes have their own enclosed outdoor teaching and learning areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than indoors. It offers the children opportunities to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop across all areas of the curriculum.

All staff involved with the EYFS work to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Malmesbury C of E Primary School, the EYFS teacher acts as 'Key Person' to all children in their class, supported by the Teaching Assistants. The EYFS teacher meets with staff to discuss the new intake of children.

Research shows that children's progress will be significantly enhanced by the effective support from and role-modelling by adults within a high-quality learning environment.

When supporting children in the continuous provision at Malmesbury C of E Primary School, interactions between adults and children will involve:

- adults tuning into what is happening or a child's thinking;
- showing genuine interest;
- respecting children's own decisions and choices;
- inviting children to elaborate;
- recapping on what has happened so far;
- offering personal experience;
- clarifying ideas;
- using specific praise;
- offering an alternative viewpoint.

Observation, Assessment and Planning

The planning within the EYFS follows the schools' Long Term and Medium Term Plans (MTPs), which are based around half-termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these MTPs in response to the needs (achievements and interests) of the children. At the beginning of each term the teacher introduces the children to their termly theme and the children develop questions they would like to investigate. The teacher uses these questions to inform their medium term and weekly planning.

The EYFS team make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Ongoing assessment is an integral part of the learning and development process. The assessments involve teachers as professionals drawing on their knowledge of the children.

At Malmesbury C of Primary School, EYFS uses a tracker to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the Early Learning Goals and the three additional characteristics of Learning: engagement, motivation and creativity/critical thinking. Within the final term of the EYFS, the teachers provide a written summary to parents, reporting their progress against the ELGs.

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

Statutory Framework for the Early Years Foundation Stage, September 2021

At Malmesbury C of E Primary School, we ensure that we:

- promote the welfare of children;
- promote good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- discuss and agree classroom rules with the children at the beginning of the academic year and routinely reinforce them;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;

- ensure that the premises, furniture and equipment are safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Inclusion

“Practitioners must consider the individual needs, interests and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.”

Statutory Framework for the Early Years Foundation Stage, September 2021

We value the diversity of individuals within the school and do not discriminate against children because of ‘difference’. We consider the individual needs, interests and development of each child. All children at Malmesbury C of E Primary School are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school.

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Transition to Year 1

At Malmesbury Primary School, links with Year 1 are fostered throughout the children's time in EYFS. This includes shared story times, joint nativity, shared Milepost assemblies and shared planning in the final summer term. The children have a formal 'moving up' visit to the Year 1 classes in term 6. Year 1 teachers are also invited to visit the EYFS children in their familiar environment.

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The EYFS governor will discuss EYFS practice with the teachers regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and Deputy Head Teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Glossary:

EYFS – Early Years Foundation Stage

Adult-led learning – the practitioner knows exactly what outcomes they want to achieve. They have planned with care, using prior knowledge of the child's learning experiences and guidance from the EYFS documents 'Development Matters' and 'Birth to Five Matters'

Adult-initiated learning – the practitioner has a clear purpose for planning an activity or experience. Knowledge of the child or children, and of their previous learning gives the practitioner evidence to plan either for consolidation of that learning, or to explore its next steps

Child-led learning – situations that evolve independently, the practitioner approaches not knowing what the child or children are trying to do or what scenario they have been creating. Often spontaneous and frequently unpredictable. In this situation the practitioner must wait and watch before deciding whether and when to intervene.

Policy adoption

Signed Steve Heal

(Headteacher):



Date:

March 2023

Signed Laurence Mussett

(Chair of Governors):



Date:

March 2023