

Thornton Primary School



Early Years Foundation Stage Policy 2022-2025

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Autumn 2022 **and will be reviewed again in Autumn 2025**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Thornton Primary School

EYFS Policy

Thornton Primary School Vision and Aims

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality
Responsibility Empathy
Confidence Perseverance Care
Aspiration
Respect
Pride Tolerance
Teamwork Challenge Integrity
Enjoyment



Our EYFS Mission Statement

We aim to create a secure, play-based and integrated environment, where our children can become happy, independent learners and flourish at their own pace.

'Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and the age 5 have a major impact on their future life chances. A secure, happy and safe 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 Early Years Foundation Stage - DfE 2021

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Thornton Primary School children are admitted to reception in the August following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Thornton Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Thornton Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

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 acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Thornton Primary School 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 and 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 and believe that every child matters. All children at Thornton Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this 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;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Thornton Primary School 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/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our one-to-one parent sessions / home visits.
- Providing a Phonics workshop to support the parents in delivering the skills to teach early reading.
- Arranging visits by the teacher to all children in their childcare provision prior to their starting school.
- Inviting parents/carers and children the opportunity to spend time in Reception Classes for induction visits before starting school. This includes a visit for pupils where parents are onsite and a visit for pupils to experience lunchtime provision.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Home-School Diary and Weduc.
- Publishing a Creative Curriculum topic map detailing the areas of learning and the overarching theme of the term or half-term as well as a class newsletter/half termly overview.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics, using Numicon or reading.
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a mid-year report (Spring Term 1) and an end of year report on their child's attainment and progress.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.

- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers and supporting cooking activities.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Shared reading event (World Book day), topic outcome events.

The staff –

- Work in partnership with parents and carers to;
- Promote children's learning through planned experiences and activities that are challenging but achievable;
- Teach skills and knowledge;
- Understand that children learn in different ways and at a different pace to each other;
- Use rich and varied language to help children develop linguistic structures for thinking;
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.

Enabling Environments

At Thornton Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

A careful balance of play-based learning through both adult initiated and child led activities is paramount. Children have the opportunity to direct and facilitate their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. 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, well embedded learning. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. 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.

The three Prime areas are:

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

Staff will also support 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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Reception pupils also participate in a daily phonics sessions, following a government approved scheme (Little Wandle) and in line with school policy.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through a play based approach, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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. At Thornton Primary School we guide the children's learning in a way that ensures they are making very good progress in all areas of the EYFS framework. Staff in the Foundation Stage are confident to intervene in child initiated play where necessary to create meaningful learning episodes.

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. Children need 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. In the early stages of the children's development this process is modelled by an adult but as time progresses they are given more opportunities to show that their learning is embedded through carrying out activities independently around a given topic, theme or area of learning.

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. There are times within the day where children can access resources and move around the classroom freely and purposefully to extend their learning. At other intervals children are involved in guided group activities that have been differentiated to best accommodate their stage of development within that area.

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading directed teaching. However, planning, which is based upon a different topic which is identified as vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals.

Observations - Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys.

Assessment - During the first term in Reception, the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. Tracking grids are updated at the end of each term as part of on-going assessment.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teachers use this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive a mid-year report and an end of year report 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. The mid-year reports are completed Feb/March and the end of year reports are completed in June, then sent to parents in early July each year.

The Learning Environment -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. The Foundation Stage base has its own outdoor classroom area. We have fantastic outdoor facilities at school, as well as the reservoir, woods and meadow being in close proximity. These areas are regularly used to extend the children's experiences through our "Thornton Explorer" visits. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Teaching & Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to:

- To go through the school handbook
- Explain about uniform, PE kit and school meals, routines etc
- Explain about holidays and absences
- Provide an opportunity for parents to purchase uniform and book bags if requested
- Explain the arrangements for the short induction in to reception

New class sessions - The children are given three opportunities to come in to school to meet their new class teachers and other children in their class. They will spend half a day in their new class and also have the opportunity to have a school lunch. Parents can leave their child for two of these sessions.

This means that before they join their new class the Reception environment is already a familiar place to them.

Arrangements are also made for the children's new class teachers to visit them in their current nursery setting.

August Intake - When children join the school in late August the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children are split into two groups (depending on age) and attend on their allocated days. This enables staff to get to know the children in a smaller group.
- During the second week, and thereafter, children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school events as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teachers and spend time in their new class during the summer term.

Safeguarding & 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 EYFS 2021)

At Thornton Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Confidentiality

All adults working in the EYFS must understand that all information in the course of employment will be kept confidential. Details of children, families and staff must remain confidential and must not be discussed outside of school.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Thornton's Safeguarding Policy).

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins reception at Thornton.

Health and safety

The school's guidelines on health, medical and safety issues are followed by the EYFS.

Children will only be dismissed to a Parent or Carer at the end of the day unless staff have been notified of any change. All children must be handed over personally to their Parent/Carer at the end of the day.

At least one person who has a current First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings.

In the EYFS, we will continue to complete written risk assessments for any occasion that the children are leaving school premises.

First Aid

- All injuries must be recorded in the accident folder.
- Any head injury must be reported to the class teacher immediately. Any head injury causing concern must be referred to Mrs Durham or Mrs Reynolds. Parents are contacted if considered necessary or spoken to personally at the end of the day.
- If a child has a minor injury and is well enough to remain in school an accident form is completed and sent home at the end of the day.

Monitoring and Review

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

The Head teacher and EYFS Leader will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Leadership and Management

Regular EYFS meetings are held to discuss assessment, individual pupils, EAL/SEN issues and planning.

Roles and responsibilities for all staff are reviewed in line with Performance Management Procedures and staff training and development needs are outlined in the School Core Development Plan.

All staff and governors are aware of the requirements of the Early Years Foundation Stage and the importance of this Key Stage in relation to children's learning and its impact on raising standards across the school.

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.