

**Welton St. Mary's Church
of England Primary
Academy**



Together we care, learn and thrive

**The Early Years
Foundation Stage**

Review Annually
March 2024

Welton St Mary's Church of England Primary Academy
Early Years Foundation Stage Policy

Subject leader: Odette Thorner

Link Governor:

This policy has been adopted by the Governors in consultation with the Foundation Stage subject lead and staff of Welton St Mary's Church of England Primary Academy.

INTRODUCTION

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, children join us at the beginning of the school year in which they are five. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage and we base our curriculum on Development Matters and the statutory framework and non-statutory guidance for the Foundation Stage.

EYFS Framework Expectations

The most recent EYFS framework by Ofsted emphasises the following key expectations:

Teaching and Learning: High-quality teaching and learning experiences that ensure children make outstanding progress across all areas of learning.

Assessment: Accurate, reflective, and comprehensive assessment procedures that track children's progress and enable early identification of any barriers to learning, ensuring timely interventions.

Partnership with Parents: Effective communication with parents, fostering strong partnerships, and promoting their active involvement in their child's education.

Safeguarding and Welfare: Ensuring the safety, security, and well-being of every child, implementing robust safeguarding procedures and child protection policies.

Leadership and Management: Strong leadership and management practices that drive improvement, ensuring the provision of high-quality education and continuous professional development for staff.

AIMS

Our EYFS curriculum 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 activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.
- It prepares our children for Key Stage 1 and beyond.

ENTITLEMENT

The curriculum in the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being;
- Positive attitudes and dispositions towards their learning;
- Social skills;
- Attention skills and persistence;
- Language and communication;
- Reading, phonics and writing;
- Mathematics;
- Understanding of the world;
- Physical development;
- Expressive art and design development.

APPROACH

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage (see teaching and learning policy)

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

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn through carefully planned and structured activities.
- The range of approaches used that provide first-hand experiences, make appropriate interventions and extend and develop play and structured activities.
- 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 indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through the Foundation Stage Profile;
- The good relationships between our school and the settings that our children experience prior to joining our school;
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do;

Play in the Foundation Stage

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. 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. We believe

play is important and try to educate both parent and other members of staff about its important role in the development of children.

The Foundation Stage curriculum

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

Development Matters provides the basis for planning throughout the Foundation Stage. On entry, we carry out a baseline assessment to establish each child's starting points, enabling us to plan appropriately and monitor progress effectively. Teachers regularly observe and assess children's learning and progress based on the EYFS characteristics of effective learning, using a range of assessment tools and techniques. Teachers ensure that children are suitably challenged in their learning and support and develop them in EYFS to ensure there is a smooth transition and readiness for their learning in Year 1.

The role of parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

Talking to parents about their child before their child starts in our school;

The children have the opportunity to spend time with their teacher and other children in their year group before starting school as part of our induction programme;

Inviting all parents to an induction meeting during Term 6 of the academic year prior to them starting school.

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 during the year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;

INTERNATIONAL DIMENSION (see International Policy)

In order for our children to recognise the rich and diverse heritage represented in our school, and local and national communities, and to develop respect, value and develop curiosity for different cultures and beliefs, they have the opportunity to learn about other cultures and religions through RE and the "people and communities" element of "Understanding the world" and have access to resources which reflect diversity and are free from discrimination and stereotyping;

INCLUSION

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.

In the 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. When the children reach the expected standards for EYFS they are then suitably extended and challenged to demonstrate mastery.

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. Themes are developed through knowledge of the interests of the children in the context of child lead learning.
- 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.
- By doing so we are meeting the criteria for the early years Foundation Stage principles of: a unique child, positive relationships, enabling environments and learning and developing.

We are committed to providing effective learning opportunities for all pupils.

Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual.

Teachers will respond to pupils diverse learning needs and be aware of the needs of differing genders, educational needs, disability as well as different social, cultural and ethnic backgrounds.

Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals, groups and respond accordingly to make effective provision.

We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to the pupils and in the conduct of staff and pupils.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (see SEN policy)

It is the responsibility of the class teacher to provide quality first teaching to meet the needs of the learners and to ensure planning meets the identified needs of all learners. Lessons and activities will be adapted and appropriate support provided so that all children can access learning and succeed.

ASSESSMENT (see assessment policy)

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 mostly takes the form of observation.

During the children's first weeks in the reception class, the teacher assesses the ability of each child using both the FS profile and DfE baseline assessment, together with records from any pre-school attended, should data be agreed by parents to be shared. We use this information to modify the teaching programme for individual children and groups of children.

The Profile evidence is shared with parents at parental consultation meetings and forms part of the report to parents at the end of the child's reception year. At the end of the reception year information about individual children's achievement is sent to the Year 1 teacher in order to aid transition and to help future planning.

Parents receive a written report during the year that offer 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.

RESOURCES

We have two foundation stage classrooms, a shared area and an outdoor classroom.

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 ensure a balance of teacher led, child led, child initiated and teacher directed activities, as we believe that this encourages independent learning.

HEALTH AND SAFETY (see Health and Safety Policy and risk assessment for the outdoor area)

In Foundation Stage we will make provision for young children to be active and interactive, and to improve their skills of coordination, control, manipulation and movement. Staff will support their development by helping children to use all their senses to learn about the world in which they live, and to make connections between new information and what they already know.

They will be supported in developing and understanding of the importance of physical activity and making healthy choices about their bodies. Children will grow in confidence and be able to manage risks in their play. Staff will provide time to support children's understanding of how the effects of exercise, affect our bodies and what we do in response to it.

SUPERVISION

Children will be supervised by class teachers with the EYFS learning areas. Adults will make health/safety issues a priority and remain vigilant.

MONITORING AND REVIEW

Monitoring and review will take place within the context of the School development plan.

The subject leaders will be responsible for reviewing the EYFS and the headteacher will oversee the long term plan.

Standards of work will be monitored by the subject leaders through lesson observation and scrutiny of children's work. Findings will be reported to inform areas of development.

ROLES AND RESPONSIBILITIES

The Headteacher:

The headteacher will actively support by encouraging staff, praising good practice and supporting staff development.

The EYFS lead:

The EYFS lead will develop and lead the action plan and keep up to date with the national picture of EYFS.

The class teachers

Class teachers will be responsible for planning and teaching as set out in this policy and for the good progress of all learners.

The Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the EYFS and ensure that staff development and appraisal promote good quality teaching and result in good pupil progress.

This policy was approved by the leadership team on 18th March 2024

Signed: _____ Andy Johnson
Chair of Governors

Date: March 18th 2024