

	<h2>Early Years Foundation Stage Policy</h2>	<p>Resilience Respect Responsibility</p>
<p><b>This policy was reviewed by the Governing Body: May 2023</b></p>	<p><b>Next review: May 2026</b></p>	
<p><b>Chair of Governors: Karen Grundy Head Teacher: Ilona Sanderson</b></p>	<p><b>Responsibility: Governors</b></p>	

### Vision:

At North Clifton Primary School, we aim to provide the highest quality care and education for all our children therefore giving them a strong foundation for their future. We aim to ensure that all children develop into independent and lifelong learners.

### Introduction:

*'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception year. At North Clifton Primary School, children are admitted to Foundation Stage 1 the term after their third birthday and Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At North Clifton Primary School, we greatly value the importance that the Early Years Foundation Stage 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 Early Years Foundation Stage as preparation for life and not simply preparation for the next stage of education.

In our classroom everyone is a learner and everyone is committed to supporting learning in all its forms. It is a welcoming, safe environment where all contributions and roles are recognised, welcomed and valued and where all achievements are celebrated. We know that everyone is talented and believe it is our role to find out how – through exciting and engaging learning opportunities and high-quality teaching experiences.

The EYFS aims to provide:

- Quality and consistency in all early years' settings.
- A secure foundation for all children for good progress through school and
- life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children."

*(Department for Education, 2014)*

**Purpose/Aim:**

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 North Clifton Primary School, we will:

- provide a bright, welcoming, stimulating and safe environment in which children and their parents feel happy and secure,
- actively involve parents in their children's learning,
- 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,
- provide opportunities to encourage co-operation and independence,
- promote the value of play as a learning experience,
- ensure that every child has equal access to all areas of the curriculum irrespective of gender, ethnic or social background, religion or disability.
- work as an effective staff team.
- enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- use and value what each child can do, assessing their individual needs and helping each child to progress.
- recognise progress and achievement in a way that rewards individuals, creates positive memories and inspires others.

**The EYFS Framework promotes Four Principles for High Quality Provision:****A unique child:**

Every child is a unique, competent learner. Children develop in individual ways and at varying rates. Children's attitudes are fluid and can be influenced by others.

**Positive relationships:**

Children learn to be strong, independent individuals by developing secure relationships with adults and peers alike. Relationships with parents and carers are also important and will be nurtured and developed. Any relationship will be respectful, caring and professional.

**Enabling environments:**

The learning and play environments are vital for supporting and extending a child's development. In the classroom and outdoor environment, we observe and assess the children's development and interests. Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

**Learning and development:**

North Clifton Primary School is organised in a way that encourages children to explore and learn safely across the foundation units, with indoor and outdoor provision. There are areas for activities and play, and others for quiet time and rest. The settings are designed to enable children to learn and play independently.

## **Our Curriculum:**

At North Clifton Primary School we follow the EYFS framework (2021). Within this framework there are four guiding principles which shape our practice.

These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. 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.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the **prime areas**:

1. communication and language
2. physical development
3. personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the **specific areas**:

1. literacy
2. mathematics
3. understanding the world
4. expressive arts and design

Throughout their time in the EYFS our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs). The descriptors for these can be found in the appendix.

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at North Clifton Primary School are the three Characteristics of Effective Learning.

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

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

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

We plan children's activities to reflect their interests. Assessment is conducted through observation and focused individual, group and whole class teaching sessions.

For further curriculum details please see our Phonics and Early Reading Policy.

### **The Learning Environment and Outdoor Spaces:**

Our classroom is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor space is secure and offer children the opportunity to explore a different environment, presenting them with different challenges and experiences. These areas have recently been improved and developed to give our children the best opportunities possible. Activities are planned to help the children develop in all areas of learning. We encourage children to explore the outdoors at all times of year and in all weathers. We ask that children bring appropriate outdoor clothing.

### **Relationships:**

At North Clifton Primary School, we believe it is important for children to learn social skills and to develop relationships with peers and adults. This will be achieved through carefully planned activities relating to the Personal, Social and Emotional Development aspects of the EYFS curriculum and through playing and interacting with other children and adults. Positive relationships and good manners will be modelled by all staff towards each other, and towards the children.

### **Home and school links:**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school, and parents and carers to work closely together. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between school and parents and carers as follows:

- We will hold information sessions before the children start school;
- We will hold parent consultation meetings twice a year to discuss progress and how the child is settling in;
- Reception will take home daily reading as homework;
- We will operate an open door policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them;
- Valuing parents' contributions to ClassDojo;

- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school;
- We will provide an annual written report to parents to celebrate their child's success;
- Events and activities throughout the year which bring together children, parents and the school. E.g. celebration days.
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

### **Admission & Transition**

Children are admitted to our foundation stage as per our school admission policies. When children start in Foundation 1, our part-time pre-statutory school provision, their parents or carers are invited to stay with them initially to share the experience of starting at North Clifton. They have the opportunity to see how the sessions run and some of the experiences available to their child.

When children start in Reception parents/carers are invited to meet staff, look around the classroom and find out more about what their child will experience at the school. Children are given the opportunity to meet their teacher and explore the learning environment.

### **Special Education Needs and Disability (SEND):**

We strongly believe that early identification of individual needs is crucial in enabling staff to meet the needs of each child. Concerns are discussed with parents at an early stage in an open, honest and sensitive manner. The school SEND leader will offer support and advice, seeking outside agency partnerships as appropriate. Further information is found in our SEND Policy.

### **Assessment and Reporting to Parents:**

Assessing children's progress against the Early Learning Goals is a continuous process throughout the EYFS. At the end of Foundation 2 there is a legal requirement for us to assess all children against the Early Learning Goals in order to identify whether they are 'emerging' or 'expected'. These assessments are reported to parents, to the Local Authority and the DfE.

Observations of children's achievements are collated and shared, with parents on ClassDojo. Parents and carers can view these observations and any related photographs and videos. Parents and carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home.

During the first term, we carry out a baseline assessment on all children entering the Early Years Foundation Stage in all seven areas of development. We make regular assessments of the children's learning and we use this information to ensure that future planning reflects the children's needs.

Parents receive an annual written 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.

**Safeguarding and Welfare:**

At North Clifton 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.

- 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.

**Monitoring and Review:**

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Head teacher as appropriate and any necessary actions are taken.

All adults in the EYFS team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance targets.

## **Appendices:**

- Link to the 'Statutory Framework for Early Years Foundation Stage:  
[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Link to Development Matters:  
[Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Link to Early Years Foundation Stage Profile:  
[Early Years Foundation Stage Profile Handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **Communication and Language**

### **ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Personal, Social and Emotional Development**

### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

**ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Physical Development****ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

**ELG: Fine Motor Skills**

- Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

**Literacy****ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

**ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

**Mathematics****ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



**ELG: Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the World****ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
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**ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

**ELG: The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design****ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.