



Early Years Foundation Stage Policy

This policy was approved and adopted
by the Headteacher
in September 2022

It will be reviewed in Summer 2024



RATIONALE

The Early Years Foundation Stage is a distinct stage of education for children aged from zero to five years. The earlier stages will be covered in nurseries and through child minders. The final year of this stage is covered while children are in reception classes, from the age of four.

‘Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.’ (Development Matters)

‘Children develop in the context of relationships and the environment around them. This is unique to each family and reflects individual communities and cultures.’ (Development Matters)

At Crawley Ridge Infant School we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children’s readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Learning for young children happens everywhere, not just in planned activities but also in everyday tasks such as when children wash their hands, play in the playground and have their snacks. The curriculum in the Early Years Foundation Stage cannot be organised into neatly packaged sections: opportunity for learning exists everywhere. It is at this early stage that children begin to develop characteristics, such as persistence and independence, to enable effective learning.

The children have an opportunity to access different learning environments, both inside and outside. The learning can take different forms of child-initiated activities, adult led and guided activities.

At Crawley Ridge Infant School the children have opportunities to develop the following skills

- respect others
- listen to others and respond appropriately
- talk effectively to others
- explore new objects/ideas
- take part in new experiences
- practise newly acquired skills



- recreate experiences
- apply skills
- experience challenges
- learn to take risks
- develop persistence
- develop independence
- begin to form strategies to solve problems.

PRINCIPLES (EYFS STATUTORY GUIDANCE)

The EYFS is based upon four principles:

A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. It focuses on respect, supporting learning and the partnership with parents.

Enabling Environments - the environment plays a key role in supporting and extending children's development and learning. The focus is on observation, assessment and planning, the learning environment and transitions.

Learning and Development - children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

At Crawley Ridge we recognise that:

- Every child is unique and therefore needs to develop as an individual, in his/her own way and at his/her own pace
- Children need to make choices and experience success, risk and failure
- Children need to learn to understand and cope with emotions
- Children learn from first hand experiences (active learning)
- Children need to develop socially and emotionally with others to be able to:
 - Make good relationships with others
 - Develop consideration and respect for others
 - Learn a sense of responsibility
 - Gain self-confidence, independence and learn self-control.



THE EARLY YEARS FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to support the children to work towards the final Early Learning Goals. All seven areas of learning and development are important and interconnected. 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, both in the EYFS and into Key Stage 1.

These three areas are the prime areas:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

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

At Crawley Ridge Infant School, all areas are delivered through a well-planned play-based approach with a balance of adult led and child-initiated activities. Throughout the Foundation Stage our plans ensure that each child can develop their knowledge, skills and understanding in every area at the appropriate developmental level.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning, and teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

- 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.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.



One of the most important ways in which children in the Early Years Foundation Stage acquire new skills, knowledge and understanding is through play. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. When children can choose activities, they can become responsible for their own learning. The appropriate intervention by adults skilled in questioning the children enables learning to move forward.

The Learning Environment

The EYFS indoor classrooms are organised in learning areas which allows children to explore and learn independently. These areas include role play, small world, writing, creative, maths, construction, malleable, reading and investigation. Each area is clearly labelled and organised to allow children to easily access a wide range of rich resources. Children have access to both the inside and outside environment throughout the day. The outdoor area is equally important with many children choosing to learn outside. The children have access to a range of activities including construction, role play, a mud kitchen, sand pit and water. There is also opportunity to develop gross motor skills using the trim trail, bikes, scooters and more. This 'continuous provision' is supplemented with additional resources throughout the year to stimulate and motivate the children and take learning forward.

Staff

At Crawley Ridge we acknowledge the need to observe and respond appropriately to children, informed by knowledge and experience of how children develop and learn. The reception team consists of skilled teachers and classroom support assistants, all working closely together with parents.

Planning

Careful planning of the curriculum is crucial. With effective planning we recognise the importance of:

- The whole child: spiritual, emotional, physical, intellectual, and moral development are interrelated
- Self-motivation, self-esteem and the nurturing of learning behaviours
- Young children learn best through experiencing things and trying them out
- Previous knowledge as a starting point
- The potential of every child
- The adults and the children with whom a child plays and works are of central importance
- Children learning continuously whether from planned events or through spontaneous experiences
- Making education exciting and developing a love of learning



At Crawley Ridge, the Reception staff plan as a team and produce:

- Long term plans - ensuring full curriculum coverage as indicated by the Early Years Foundation Stage Curriculum.
- Medium term plans - usually topic based with suggested activities for each half term.
- Short term plans - detailed timetables and specific objectives for each week.

We use the Development Matters (DfE, 2021) document to support planning. This breaks each area of learning down into age related steps of development working towards the early learning goals which most children are expected to meet by the end of the Early Years Foundation Stage.

Our long-term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. Each week our learning is based around a high-quality text which links to a topic/theme. These themes are constantly reviewed to ensure they are relevant and exciting for the children.

The Organisation of the Early Years Foundation Stage

We have two Reception classes each with a mix of gender and ages. Each class has their own class teacher and shares a team of teaching assistants. The two class teachers plan and work together across the year group. Children will have opportunities in all areas of the EYFS to provide a rich environment. We aim to deliver a broad and balanced curriculum. By the end of the summer term, it is our aim to have children confident and fully prepared for Year One, no matter what their age.

Parental Involvement

At Crawley Ridge we recognise that parents are a child's first educators. Parents have a key role to play once their child starts school. There needs to be:

- Regular contact between home and school
- Shared understanding of boundaries and behaviour strategies
- Consistency between home and school
- An understanding of the stage of development their child has reached
- Opportunities for parents to be involved in school life (e.g events, volunteering)
- Weekly newsletter and updates through Tapestry

Assessment and recording

Assessment in Reception is ongoing throughout the year. It is used to inform planning, track children's progress and identify next steps in individual children's learning and development.



Within the first six weeks of school, the Reception Baseline Assessment (RBA) is completed with all children. This is a statutory requirement. The staff also complete their own baseline assessments alongside the RBA to identify children's starting points in all seven areas of the EYFS curriculum.

Throughout the year staff make observations of children while they are engaged in a range of child initiated and adult led activities. On a day-to-day basis these observations are used to plan children's next steps. They are also used to build a picture of whether children are on track or not on track in relation to the Development Matters statements and at the end of the year to assess against the early learning goals (ELGs).

Observations are often recorded on iPads and uploaded to Tapestry, an online learning platform. Parents can view these observations and can communicate with EYs staff through Tapestry about them. Early Years staff adhere to the school's Online Safety Policy whenever using technology to record and share observations of children.

Reporting

We strive to have an open-door ethos in the Early Years Foundation Stage and all parents are encouraged to discuss with us any matter relating to their child throughout the year.

More formal reporting times are as follows:

- October and February: Parent interviews to discuss progress and to set targets for the rest of the year.
- July: End of Year Reports. Parents are welcome to arrange a meeting to discuss their child's end of year report.

Special Educational Needs and Disability

It is through such tasks as assessments and careful observations that children with special needs are identified as needing additional support. The Special Educational Needs Coordinator will be made aware of such children and, with the class teacher, will monitor their progress and needs within school.

Further details of special educational needs can be found in our SEND policy.

Induction/ Transition for new children starting school

At Crawley Ridge Infant School we recognise that starting school can be a challenging time for children and parents. We therefore plan this time carefully to support children and families to ensure it is as smooth as possible for each child and that they settle quickly and happily. To ensure the best transition we:

- make contact with nurseries/pre-schools to discuss essential information on every child and visit where possible



- hold a series of parent meetings to share information and help prepare and support families
- offer a 'stay and play' session for children to visit the classrooms with an additional story time session with the children's new teacher
- provide parents with guidance to help prepare children for school through documentation and through information on our website
- stagger entry time on the first day of school
- stagger entry from part to full time over the first three weeks in the autumn term
- discuss any individual needs or important information by offering 'Teacher- Parent' meetings within first two weeks of term

Transition from Reception to Year 1

At the end of Reception, children are given several opportunities to meet with their new teachers in their classrooms in order to allow a smooth transition into Year One. At the end of each school year, teachers share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year. Once the children are informed of their new classroom and teacher are encouraged to visit with their parent in the summer term.

Throughout the Reception year, the children are gradually introduced to whole school activities/facilities such as assemblies in the hall, the Key Stage 1 playground, and the field. The children who are likely to find the transition challenging are highlighted and have the opportunity for additional visits and are given a child friendly booklet with pictures and information to help become familiar with their new environment.

MONITORING, EVALUATION AND REVIEW

The Early Years Foundation Stage Leader is responsible for monitoring the quality of provision for the children. This policy is monitored, evaluated and reviewed by staff and headteacher on a 2-year cycle.

LINKS WITH OTHER POLICIES/DOCUMENTS

- Early Years Foundation Stage Booklet
- Admissions Procedure and Induction.
- Learning Policy
- Curriculum Policy
- Assessment Policy
- Marking and Feedback Policy
- Single Equality Policy
- Special Educational Needs and Disability Policy
- Behaviour Policy
- Anti-Bullying Policy



Policy: Early Years Foundation Stage

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- Health and Safety