

Early Years Foundation Stage Policy

The Early Years Foundation Stage at Park View Primary School applies to children from the age of two to the end of Reception year.

The Early Learning Goals set out what is expected of most children by the end of the Early Years Foundation Stage.

PRINCIPLES and AIMS

The teaching and learning in EYFS follows the Statutory Framework for Early Years Foundation Stage and is underpinned by our EYFS aims for each area of learning, wider school vision and values, and our current SIP for quality outcomes for all learners.

The Early Years Foundation Stage is fundamental in preparing children for later schooling.

Children's achievements up to the age of five can determine their life chances. We have a determination to make every child succeed, regardless of their social, emotional and economic circumstances, the language spoken at home and special educational needs or disabilities.

The EYFS is based upon four principles:

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

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

At Park View Primary School we understand that children joining our school will have different social, emotional and life experiences, skill sets and knowledge and understanding. Many have been to one of a range of settings that exist within our community while others may have no experience beyond the home setting.

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, at varying rates. We therefore aim to offer a structure for learning that has a range of starting points and content that matches the needs of all children.

We ensure inclusion by providing all children every opportunity to achieve the Early Learning Goals by the end of the Foundation Stage or make progress against their starting points; setting realistic and challenging expectations that meet the needs of all our children.

Positive Relationships *children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.*

At Park View Primary School, we recognise that children learn to be strong and independent from developing secure relationships. We aim to develop caring, supportive, respectful, professional relationships with the children and their families.

Our strong relationships begin to develop even before the child enters our setting with secure transition arrangements in place.

We recognise the importance of parents in partnership and understand that parents know their children best. We recognise the role that parents have played, and their future role, in educating the children. We aim to develop a secure relationship with parents to improve practice and outcomes for the children, ensuring every child has their full individual needs met. We invite parents to workshops to discuss and exemplify the work that the children undertake in the Foundation Stage.

We know that 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.

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

Through a carefully planned, play-based curriculum, our children explore and develop learning experiences to help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They develop independence, resourcefulness and self-management. 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.

A range of teaching approaches are used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.

We are secure in our decision of when structured or unstructured, independent or dependent play is the right choice in terms of what we want children to learn and when other approaches might be more effective. We appreciate that some knowledge, skills and processes such as reading need to be taught directly and will not as the norm be self-discovered or left to chance through a child's self-choice.

Enabling Environments *the environment plays a key role in supporting and extending children's development and learning.*

At Park View Primary School, we recognise that the environment plays a key role in supporting and extending the children's development.

The EYFS is organised to allow children to explore and learn securely and safely with accessible indoor and outdoor space, facilities and equipment. There are areas where the children can be active or mindful. The provision for children provides opportunities for them to take part in self-chosen, child-initiated or adult led activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.

The provision is set up in learning areas where children are able to source equipment and resources they need independently. They understand that they may move resources out of learning areas and use for what they deem to be their purpose in an alternative area.

We regularly review the resources on offer and update them accordingly to provide an up to date and stimulating curriculum.

Adults aim to facilitate learning and harness children's interests by providing additional resources as children present the need.

THE CURRICULUM:

Our curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children holistically. It is driven by and continuously reviewed through our own overarching subject aims and the educational programmes from the statutory framework.

There are seven areas of learning and development that shape the educational programmes. We recognise that 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 the prime areas:

- communication and language
- physical development
- personal, social and emotional development.

We must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

ASSESSMENT

We make daily assessments of children's learning; we use this information to ensure that future planning reflects identified needs.

Assessment in the Early Years Foundation Stage takes the form of observations from all adults in the setting. Weekly discussion and moderation takes place to agree judgements.

We use assessment information to modify the teaching programme for individuals and groups of children to support and extend and to identify patterns of attainment within the cohort of children.

We attend County and cluster moderation sessions to ensure that our judgements are sound.

We share attainment information with parents at parental consultation meetings in the autumn and spring and in the end of year report in July. Progress is shared with parents to make them aware of the child's strengths and development needs and targets to give details of the child's general progress. We also keep parents informed as required on progress or specific learning needs throughout the year.

We formally report our results to County at the end of June.

The following are the statutory requirements for assessment:

Progress check at age two:

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA):

The Reception Baseline Assessment (RBA) is a short, interactive assessment, taken in the first six weeks in which a child starts reception. Schools must administer the assessment in accordance with administration guidance and assessment and reporting arrangements published annually.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP):

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

This Policy will be reviewed by: March 2027