

FOXES PIECE SCHOOL



Early Years

Approved at Teaching, Learning and Pastoral Committee – February '25
To be reviewed February '26

Intent

This policy outlines the provision Foxes Piece school offers to all its pupils aged four to five years old. Children within this age are taught in the Early Years Foundation Stage (EYFS). The EYFS has its own framework and is therefore treated as a separate key stage.

The Statutory Framework for the Early Years Foundation Stage (EYFS) is mandatory for all schools and all Early Years providers.

The EYFS is important as it sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. The EYFS seeks to provide:

Quality and Consistency in all early years settings, so that every child makes good progress and no child gets left behind.

A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.

Partnership working between practitioners and with parents and/or carers.

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

The areas of learning and development which must shape activities and experience for children in all early years settings.

The early learning goals that providers must help children work towards

Assessment arrangements for measuring progress

The safeguarding and welfare requirements cover the steps that providers must take to keep their children safe and promote their welfare.

The EYFS has four overarching principles which shape practice in the early years settings respectful of others. These are:

A unique child constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships through which children learn to be strong and independent.

Enabling environments - Children learn well in environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/ or carers.

Learning and Development - Children develop and learn in different ways and at different rates.

The EYFS covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Aim

At Foxes Piece we have our overarching curriculum drivers from which we plan a wide ranging curriculum in order to ensure that children have the best possible start to their early education.

'Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education' (EEF)

At Foxes Piece we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy

environment with motivating and enjoyable learning experiences that enable children to become confident and independent.

We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

Implementation Curriculum

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The Prime areas being: Personal, Social and Emotional Development (PSED); Communication and Language (C&L); Physical Development (PD).

The Specific areas are: Mathematics; Literacy; Understanding the World; Expressive Art and design (A&D).

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of the EYFS as well as providing support for the transition process to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. The characteristics are divided into three parts:

Playing and exploring- Finding out and exploring; playing with what they know and being willing to 'have a go'.

Active Learning – Being involved and concentrating; keep trying and enjoying and achieving what they set out to do.

Creating and thinking critically – Having their own ideas; making links and choosing ways to do things.

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals (end of Reception) and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

We use schemes for the teaching of early reading and maths. For teaching phonics and reading we follow the validated Twinkl phonics scheme. For mathematics we follow the White Rose scheme of learning, More details can be found on the school website.

We believe that play, both indoors and outdoors, are the fundamental ways in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Through play, children will be developing skills across all the prime and specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

Explore, develop and represent learning experiences that help them make sense of the world.

Practice and build up concepts, ideas and skills.

Learn how to control impulses and understand the need for rules.

Be alone, be alongside others or co-operate as they talk to rehearse their feelings.

Take risks and make mistakes.

Think creatively and imaginatively.

Communicate with others as they investigate and solve problems.

Express fears to relieve anxious experiences in controlled and safe situations.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment.
- Supporting children's learning through planned play.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Planning

We use each child's individual interests to help us plan. We use our observations and assessments to inform our planning for each week. This then helps guide planning for the future. Reception class use a mixture of adult led planning and continuous provision according to the children's interests to help extend learning. Children have the opportunity to work in each of the areas of learning within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum as appropriate.

Induction/Settling in

In July the children, parents/carers are invited to attend a stay and play afternoon. The children will spend some time in their new class with their new teacher. The teacher also visits previous nursery/preschools for handover.

By the end of the summer school term, all children will receive an information pack that includes photos of the staff, classroom and areas of the school. This helps the children and parents/carers become familiar with their setting and is a starting point for discussions at home.

In September all children start on the same day and will start with half days for the first week. In the autumn term, the whole school have a 'meet the teacher' evening. The Reception teachers deliver a talk about reading and phonics. It also gives the parents/carers the opportunity to have an informal discussion with their class teacher.

Parental Involvement

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with an opportunity to tour the school with the Headteacher. The children and parents are then invited to a transition day in July and a talk for the parents is organised. There is a parent meeting in September to meet the teacher and to introduce the Phonics and Reading scheme.

Parent consultation meetings are held in the spring and summer terms at which parents are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher. Throughout the year, parents and carers are invited in for various sessions such as school plays, tea parties and child-led open evenings and 'Stay and Play' throughout the term. Parents are kept informed of all happenings in the school through Dojo (our online Learning Journey). The Early Years teachers send out a weekly letter informing parents what the children have been doing in the week as well as the plans for the next week. Weekly newsletters from the Head Teacher are also sent out.

In addition to this we have found that using Dojo has added to parent/practitioner partnership as we are both able to get a clearer view of each child's experience at school and at home, as parents receive pictures and videos of their children's activities at school, and parents can upload pictures and comments from their device that we can see at school.

Behaviour

We are aware that when children start Nursery and Reception they are learning the rules and expectations of the school, and we help and guide them by modelling positive behaviour and highlighting exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

The children are not only learning the rules and expectations of school though, they are also learning to socialise with new children, and to communicate effectively with each other. We help and support this through giving children strategies for staying calm in the face of frustration. Talking them through why we take turns, wait politely, tidy up after ourselves etc. We encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. We give children space to calm down and return to an activity, and support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others

Impact Assessment

Assessment is carried out through observations, through adult led activities. We observe the children working independently both indoors and outdoors, and parents are able to have some of these photographs, videos and notes on their child's learning straight to their chosen device.

At the end of Reception teachers are required to complete an Early Years Pupil Profile which assesses children according to a 'typical' level of development. Each child's level of development is recorded against the 17 Early Learning Goals as 'emerging' or 'expected'. For a child in Reception a 'Good level of Development (GLD)' is if they achieve the expected level in all of the Prime Areas and Literacy and Mathematics.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. It is the role of the Early Years leader to support colleagues and inform them of current developments and changes to practice. The Early Years Leader meets regularly with the Early Years governor to review progress and to report back to the Governing Body.

Roles of trips, residential visits, speakers and out of school learning

The children in the Early Years Foundation Stage get the opportunity to hear from external visitors to the school and in Reception they have a summer term trip, as well as opportunities to walk to the local community.