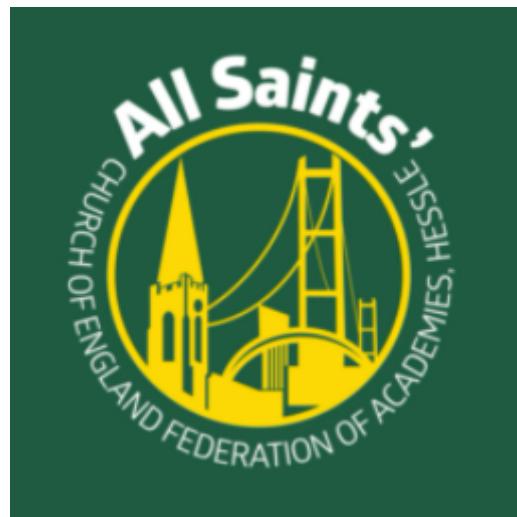


All Saints' CE Federation



Early Years Foundation Stage (EYFS) Policy

Revised March 2022



The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. The school's Early Years Foundation Stage (EYFS) accommodates children from the age of 3 to 5. At All Saints' we have a large Nursery, which offers full-time, part-time and morning or afternoon sessions. We have 4 reception classes with around 25-26 children in each class. To ensure best practice we have two adults, one teacher and one Teaching Assistant, Nursery Nurse or Early Years Practitioner attached to each class. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

Aims

At All Saints' we aim to provide the highest quality care and education for all our children whilst giving them a strong foundation for their future life. We aim to ensure that all our children develop into RICHER learners.

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

The Nursery (FS1) and Reception (FS2) follow the curriculum as outlined in the EYFS statutory framework. The EYFS is based on seven key features of effective practice as set out in Development Matters 2020

- 1. The best for every child**
- 2. High-quality care**
- 3. The curriculum: what we want children to learn**

- 4. Pedagogy: helping children to learn**
- 5. Assessment: checking what children have learnt**
- 6. Self-regulation and executive function**
- 7. Partnership with parents**

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those who need additional support.
- Work in partnership with parents and where needed outside agencies.
- Plan challenging learning experiences for all our children, based on the individual needs of the child.
- Provide opportunities for our children to engage in adult led learning and self initiated learning.
- Provide a secure and safe learning environment indoors and outdoors.
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.

Areas of Learning:

The EYFS is made up of three **prime areas** of learning:

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

There are four **specific areas** of learning:

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

All seven areas of learning and development are important and interconnected.

At All Saints' children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well -balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning. Our learning is structured around half termly themes which begin with a WOW day to hook the children in to our new topic.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator (SENCo).

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS.
- Daily practice includes observations of children's development and progress.
- Discussions are held with all adults in EYFS about individual children's development and next steps.
- Significant observations of children's achievements are recorded in their learning journeys which are shared with parents on Tapestry.
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning.
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning.

- End of cycle judgements are made on Otrack and this then informs planning for the following cycle.

Transitions

At All Saints' we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. With this in mind we have established a strong set of procedures for transitions in order for them to be as smooth as possible. All children starting in our Nursery are invited to 'Stay and Play' sessions where they will have a chance to meet with the staff with their parent or carer present. This allows children the security of meeting with their teacher with their parent or carer present and gives parents time to ask questions and share knowledge or any concerns they have about their child.

All children starting Reception have 'settling in' sessions with their new class teacher and teaching assistant/nursery nurse. Parents are invited to attend and are familiarised with the school and school day by the school staff.. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are visited, where possible, by the Early Years Lead and their progress and development shared by their Nursery key worker.

In the summer term all our Reception children visit their new Year 1 teachers on several occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well -rounded picture of the children prior to starting the new school year.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy. We are a

healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the cook. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

C. Smith
(EYFS Lead)