

# Thurnham C E Infant School

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## Early Years Foundation Stage Policy

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Position	Early Years Foundation Stage Leader
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### **THURNHAM INFANT SCHOOL** **Early Years Foundation Stage Policy**

#### **Our Aims and Objectives**

- Children feel valued and a good self-image is fostered alongside an awareness of the needs of others;
- Each child's individual experiences are recognised and built upon developing their physical, intellectual, emotional and social abilities;
- Children are helped to cope with fears and anxieties safe in the knowledge that a sympathetic adult is always close by;

- Independence, confidence and a sense of responsibility and self-control are encouraged, leading to the ability to make decisions and take risks in their learning and the ability to interact successfully with adults and peers;
- Children's progress and future needs are assessed and recorded identifying children's particular strengths and needs and ensuring appropriate planning;
- There is good liaison with parents, pre-school organisations carers and other outside agencies.

## **Introduction**

The Early Years Foundation Stage (EYFS) is a framework produced by the DFE (revised for September 2021). It sets the standards for learning and development of children from birth to five. At Thurnham C.E. Infant School our children join us in Reception for the later stages of the Early Years Foundation Stage in the academic year in which they turn five.

The new EYFS is based upon four principles:

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

## **A Unique Child**

At Thurnham C.E. Infant School 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. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration / sharing and rewards, to encourage children to develop a positive attitude to learning.

## **Inclusion**

We value the diversity of individuals. All children at Thurnham C.E. Infant School are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school.

We have one Christian Values at Thurnham CE Infant School: Love. This is fundamental throughout all we do within the Early Years Foundation Stage. We believe children should be encouraged to model this value and understand why it is so important to our school.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with additional education needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

In our school we believe that *all* our children matter. We give our children every opportunity to achieve their best.

Children with additional education needs are identified and supported in liaison with the Inclusion Lead and or appropriate outside agencies where necessary.

We aim to meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication;

- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are safe. We aim to educate children on boundaries and rules to enable them to make appropriate choice, Children should be encouraged to take risks, but need to be taught how to recognise and avoid hazards. It is paramount that protect the physical and psychological wellbeing of all children. We have a specific risk assessment for the Early Years Foundation Stage.

### **Welfare**

At Thurnham C.E. Infant School, we understand that we are legally required to comply with welfare requirements outlined in the Statutory Guidance.

We understand that we are required to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure all adults who look after children or who have unsupervised access to them are suitable to do so. All adults must have an enhanced DBS disclosure check;
- Ensure that the premises, furniture and equipment are safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and required for safe efficient management of the setting and to meet the needs of the children.

### **Positive Relationships**

At Thurnham C.E. Infant School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We acknowledge that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children.

We offer:

- Visits to prospective parents so they can view the school with the Headteacher or another member of the Senior Leadership Team;
- Curriculum information is shared with parents each term;
- We use Seesaw (an online learning platform) which is checked daily. This gives parents and teachers the chance to liaise regularly;
- A learning journey, which is sent home regularly. Parents are actively encouraged to work with their children adding things to this at home;
- Parents complete a form for the class teacher covering a range of areas and allowing parents to share any concerns. These can then be discussed before the child starts school;
- Parents are invited for 'Come and See' sessions four times per year;
- We offer parents regular informal opportunities to talk about their children's progress in private;
- Parents receive a report on their child's attainment and progress at the end of each school year.

## **Transitions**

### Induction

We aim to build relationships early on with the children. We strive to maintain a seamless induction policy, which includes:

- The year group leader visits the main feeder pre-schools in May / June each year to meet the children and discuss any concerns;
- In June, children are offered the opportunity to visit the school with their preschool; organisation. They are met by the Early Years Foundation Stage Leader and shown around the school by this familiar person and their pre-school carers;
- The children are invited to attend the school for two afternoons in June / July. This gives them the opportunity to be involved in a settled classroom and to meet the Class Teacher and Teaching Assistant;
- The first time the children attend lunch, they go home immediately afterwards;
- Children attend full time unless both the parents and teacher feel that a slower transition is beneficial;
- For the first week children are brought into the classroom by their parents. Subsequently the children walk around to the playground from the front gates and parents waiting area Teaching assistants accompany children who feel anxious. If a child is upset the parent is invited to telephone the school after 9am to be reassured that their child has settled;
- We arrange a range of activities throughout the year that encourage collaboration between child, school and parents e.g. 'lunch with your child', class assemblies, storytelling sessions, local trips, and we welcome parent helpers in the classroom;
- All families are offered a twenty-minute home visit appointment in the first two weeks of the children starting school.

All staff in the Early Years Foundation Stage and wider school aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

### **Transition to Year 1**

It is important that transition is thought of as a clearly set out process that should ideally begin during Term 3. Research shows that when Year One adopts an EYFS ethos in terms 1 and 2, which is closely linked to the Leuven Scales and accurate assessment, attainment at the end of the year is increased. Therefore, best practise is that Year 1 should model Early Years practise for at least the first term, offering the children continuous provision.

At Thurnham CE Infant School, we are introducing a range of techniques to support transition including, but not limited to:

- Transition Week: children will spend the week in their new classroom.
- Children visiting the Year 1 areas as many times as possible.
- Staff information booklets for all children.
- Child-initiated learning at the beginning of Year 1.

### **Enabling Environments**

At Thurnham CE Infant School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities to extend the children's learning.

### **Observation, Assessment and Planning**

The planning within the EYFS follows a Long-Term Plan. Medium Term Plans are based around termly themes or topics. These plans are used by the EYFS teacher as a guide for planning, however, the teacher may alter these on response to the needs (achievements and interests) of the children. This will be indicated on the weekly timetable / planning.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes form of observation completed by adults working with the children. These observations include: pupil voice, observations, samples of work, videos, photographs, etc. These observations are recorded in the children's individual learning journeys and assessment folders, as well as displayed in the classroom.

Pupils are assessed against the Early Learning Goals. Within the final term of the Early Years Foundation Stage, we provide a written summary to parents, reporting their progress against the Early Learning Goals and assessment scales. We give parents the opportunity to discuss these judgements with the Early Years Foundation Stage teacher. This report is also shared with Year 1 teachers.

### **The Learning Environment**

The Early Years Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classrooms have an outdoor area, part of which is covered. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It enables the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in the three prime areas and four specific areas of learning. Children should have access to the outdoor area.

### **Learning and Development**

At Thurnham CE Infant School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

## **The Characteristics of Effective Learning**

### **Playing and Exploring**

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up areas and learn how to control themselves and the need for rules. 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. They express fears or re-live anxious experiences in controlled and safe situations.

### **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### **Creativity and Critical Thinking**

Children have opportunities to play with ideas in different situations and with a variety of resources. They discover connections and come to new and better understanding and ways of doing things. Adults at Thurnham C.E. Infant School support in this process and enhance their ability to think critically and ask questions.

Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. During children's child-initiated learning time pupils have free access to a range of resources both inside and out.

## **Areas Of Learning**

The EYFS is made up of seven areas of learning:

### **Prime Areas**

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

Self-Regulation

Managing Self

Building Relationships

#### **Physical Development**

Gross Motor Skills

Fine Motor Skills

#### **Communication and Language**

Listening, Attention and Understanding

Speaking

### **Specific Areas**

#### **Literacy**

Comprehension

Word-Reading

Writing

#### **Mathematics**

Number

Numerical Patterns

#### **Understanding the World**

Past and Present

People, Culture and Communities

The Natural World

#### **Expressive Arts and Design**

Creating with Materials  
Being Imaginative and Expressive

Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The EYFS is monitored by the Headteacher and Governors. There are many opportunities to observe EYFS practise. The Headteacher and subject leaders carry out the monitoring of the EYFS as part of the whole school monitoring schedule.