



Farthinghoe Community Primary School - Early Years Foundation Stage Policy

Approved by the Academy Committee on: 30th June 2021

Next review due: June 2023

Contents

1. Aims.....	1
2. Legislation.....	2
3. What is the Early Years Foundation Stage.....	2
4. Structure of the EYFS at Farthinghoe Primary School.....	2
5. Curriculum	2
6. Working with parents.....	3
7. Planning for Learning	3
8. Teaching	3
9. Assessment	4
10. Safeguarding and welfare procedures.....	4

1. Introduction and Aims

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Farthinghoe Primary School, is committed to providing a high quality and consistent Early Years Foundation Stage experience, that ensures:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. What is the Early Years Foundation stage?

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS is based upon four principles:

- A unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Learning and Development

4. Structure of the EYFS at Farthinghoe Primary School

Our unique Early Years Setting provides teaching and learning for children aged 4 and 5 years in our Foundation stage Class.

Our planned intake number is 6 and this gives us an opportunity to teach our keystage 1 children in one class. Learning from older children and caring for younger child, encourages this group of children to see each other as a school family. The high ratio of staff allows for small teaching groups of specific ages, whilst also allowing time for one to one interventions to take place.

5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Each area of learning is divided into aspects, creating seventeen aspects.

Three (Prime) areas of learning:

- **Communication and language**
 1. Listening, Attention and Understanding
 2. Speaking
- **Personal, Social and Emotional Development**
 3. Self-Regulation
 4. Managing Self
 5. Building Relationships
- **Physical development**

6. Gross Motor Skills
7. Fine Motor Skills

Four (Specific) areas of learning

- **Literacy**
 8. Comprehension
 9. Word Reading
 10. Writing
- **Mathematics**
 11. Number
 12. Numerical Patterns
- **Understanding the world**
 13. Past and Present
 14. People, Culture and Communities
 15. The Natural World
- **Expressive arts and design**
 16. Creating with Materials
 17. Being Imaginative and Expressive

6. Working with parents

We know that children learn and develop best when there is a strong partnership between staff and parents and/or carers. At Farthinghoe Primary School, we work closely with parents and/or carers to ensure that a child's learning and care is tailored to meet their needs. The Class Teacher will support parents and/or carers in guiding their child's development at home and will help families to engage with more specialist support, if appropriate. Through parent -teacher meetings, MarvellousMe app and face to face conversations, staff will ensure Parents and/or carers are kept up to date with key information and provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Planning for Learning

Class teachers plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff working with our youngest children focus strongly on the 3 prime areas.

In planning for learning, each teacher will take into account the individual needs, preferences, interests, and stage of development of each child in their care, to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, Key Persons (SENDCO) alongside parents and/or carers, will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

8. Teaching

Each area of learning and development is given thorough consideration through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive

interactions. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

9. Assessment

At Farthinghoe Primary School, ongoing assessment is an integral part of the learning and development processes across the school. In the Early Years, teachers and teaching assistants observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planned learning activities, alongside the observations shared by other members of the Early Years team and parents and/or carers. Following each child's first term at Farthinghoe Primary School the class teacher will arrange a meeting with parents and/or carers to discuss early observations, settling in and share how we monitor progress.

Within the first 6 weeks that each child starts in the Reception Class, the Early Years team will administer the Statutory 'Reception Baseline Assessment' (RBA).

At the end of the EYFS (end of Reception year), the Early Years team will complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting the expected levels of development
- Not yet reaching the expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

10. Safeguarding and welfare procedures

The EYFS places a legal requirement on all early year's providers to take all necessary steps to keep children safe and well.

We promote good oral health and good health in general, in the early years by teaching children about:

- The benefits of regular physical activity
- Food groups and the importance of a balanced diet
- The importance of brushing your teeth
- The effects of eating too much sugary foods
- Managing Screen time
- Good sleep routines
- Being a safe pedestrian

The rest of our safeguarding and welfare procedures are outlined in our 'Safeguarding Policy'.