



## EARLY YEARS FOUNDATION STAGE POLICY

**Review Date: January 2025**

**Next Review Date: January 2027**

### **Early Years Foundation Stage**

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.' The Early Years Statutory Framework, (DfE, November 2024).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school all children join us on a phased introduction at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children **develop and learn** in different ways and at different rates.

### **A Unique Child**

At Uplands Community Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. The children are taught how to learn and how to become successful learners.

### **Inclusion**

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Uplands Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.



We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Children are provided with a variety of opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

### ***Positive relationships***

At Uplands Community Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

### ***Parents as Partners***

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school;
- inviting all parents to an induction meeting during the term before their child starts school;
- encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress;
- providing parents with a written report on their child's attainment and progress at the end of each school year;
- encouraging parents to contribute observations in the home/school link book sharing our approach to reading;

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

### ***Enabling Environments***

At Uplands Community Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.



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

Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school's topics. Medium Term Plans are written termly and used by the EYFS teachers as a guide for weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's books or in their online learning journal. Each child's progress is recorded against 7 areas of the curriculum.

### **Learning and Development**

At Uplands Primary 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 interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

### **AREAS OF LEARNING**

The EYFS is made up of 7 areas of learning:

#### **PRIME AREAS**

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

#### **SPECIFIC AREAS**

- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

### **Play**

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.



This policy links to our policies on:

**Teaching and Learning**

**Assessment and Feedback**

**Curriculum**

**SEND**

**Drug and Alcohol**

**Relationships and Sex**

**Equal Opportunities**