



Burbage C of E Infant School



Early Years Foundation Stage Policy

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The governing body adopted this policy:

Chair of Governors:

Signed:

Date:

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1. Our vision and values



Loving

We all belong to the Burbage Church of England Infants extended family - school, church, community. We all care for everyone within it. We believe everyone can be a good friend.

“Love the Lord your God with all your heart and with all your soul and with all your mind.” Matthew 22:37

Living

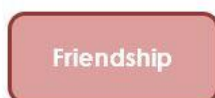
We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths and embrace each other's differences, respecting all and living honest lives together.

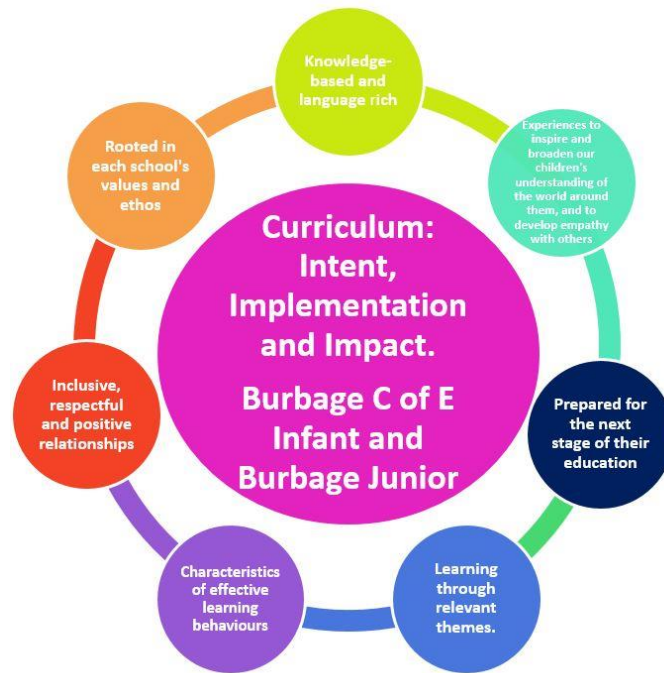
“Love your neighbour as you love yourself.” Luke 10:27

Learning

Learning is amazing and we all strive to discover the next exciting adventure. We all believe that we can and if we can't now, we will soon.

“Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock.” Matthew 7:24





2. Intent

This policy is carried out within the context and spirit of the school's vision statement and distinctively Christian values.

The Foundation Stage underpins all future learning. It should be a happy and fulfilling experience that encourages a love of learning.

“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.”

*Statutory Framework for the Early Years Foundation Stage,
Department for Education, 2023*

Our EYFS Policy is directly related to our school vision and values. The overarching principles for early years education from the Early Years Foundation Stage are integral to our policy, aims and practice.

2.1 Overarching Principles (Statutory Framework for EYFS 2023)

- 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 independently through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs, and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers;

- We recognise the importance of all areas of **learning and development**. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.

2.2 Transition into School

We have regular meetings with local pre-school providers to discuss incoming children and Foundation Stage practice. We provide stay and play sessions each month during the year prior to the children starting school. We also visit the children in their pre-school settings or at home and the children visit new classes with parents for meet and greet sessions in the summer term. This forms an important part of preparing the children for school.

The children start school on a part-time time-table. After one week of part-time attendance, they begin full-time.

Pre-school settings are invited to bring children to our stay and play sessions. We also invite pre-school settings to experience lunchtime in school.

3. Implementation

3.1 Learning and development

- At Burbage C of E Infant School, we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be. Our Curriculum enables as many children as possible to achieve a 'Good Level of Development' by the end of their time in the Early Years Foundation Stage. (EYFS) and we build on this in subsequent years.
- Teaching methods are flexible and respond to the child's needs. We recognise that all areas of Learning and development are important and interconnected. These are delivered through planned purposeful play, activities and experiences, with a balance of adult-led and child-initiated activities.
- Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development. (Prime Areas and Specific Areas) as well. 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.
- We focus on the prime areas of learning first, the balance then shifts towards a more equal focus on all areas of learning, as children grow in confidence and ability. If a child's progress in any of the prime areas gives cause for concern, we will discuss this with the child's parents/carers, and agree how best to support the child. EYFS staff will liaise with the school's SENCo to consider whether a child may have a special educational need or disability which requires specialist support.

Areas of Learning and Development	Aspect
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	Numbers 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

3.2 Characteristics of effective learning

The statutory framework sets out 3 Characteristics of Effective learning which underpin a child's ability to learn.

"To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development."

(Birth to Five Matters)

At Burbage C of E Infant School we aim to provide opportunities for all children to develop these characteristics and this is reflected through our enabling environment.

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

3.3 Our enabling environment

We are proud of the attractive, calm and welcoming learning environment we provide in our EYFS.

We have recently invested heavily in 'Early Excellence' resources and training as we endeavour to ensure our environment provides the best possible learning opportunities for all our children. Our resources are clearly labelled and organised into learning areas, enabling the children to access them with a high level of independence. Our learning areas and resources provide our 'continuous provision' which is available to the children at all times.

Our range of continuous provision provides a challenging learning environment which allows the children to explore, investigate and learn through first-hand experience. During 'explore and learn' time, our early years practitioners interact and question to challenge children. Our children are supported to think creatively and imaginatively and explore how resources can be adapted.

Our enabling environment provides endless opportunities for our children to learn both indoors and outdoors. In addition, we carefully plan ways to enhance these areas, provide direct teaching and learning and deliver adult led learning activities.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others.

3.4 Planning

We follow the EYFS statutory framework and Development Matters document for our curriculum planning. Our planning is organised through themes each of which offers experiences in all seven areas of learning. We focus on the children's needs, their interests and their stages of development. Our plans remain flexible for unplanned circumstances or children's responses. We also provide opportunities for the children to develop their skills in the three key Characteristics of effective learning 'playing and exploring', 'active learning' and 'creating and thinking critically'.

Our planning provides a balance between children having time and space to engage in the continuous provision and activities that are planned by the adults. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the EYFS curriculum, as appropriate.

4. Impact

At Burbage C of E Infant School we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. Staff observe pupils to identify their level of achievement, interests and learning styles. Notes are recorded in class log

books and photo snapshots are collated to create picture collages which are presented in a class year book. Each child has a 'learning journey' and examples of work and parental contributions are filed here. There is also a 'school record file' with children's preschool records.

4.1 Assessment

The Reception Baseline Assessment (RBA) is carried out within the first four weeks of a child starting reception. During the first half term of this term we also use our knowledge of the children to decide on which band of 'Development Matters' each child is working on in each area of the curriculum. These judgements are made using careful interactions and observations with the children. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

At the end of Reception, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals indicating whether they are:

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

The profile is based on ongoing observations, all relevant records of the child's learning and discussions with parents and carers.

The results of the profile are shared with parents and carers. EYFS profile data is submitted to the Local Authority (LA) in the summer term who monitor and moderate the judgements made. We formally report on a child's progress to parents/carers three times a year. The profile report in July is supplemented with a written Summary on each child's skills and abilities in relation to the EYFS areas of learning and development. A copy of the Profile report together with a short commentary on skills and abilities relating to key characteristics form a transition dialogue with the Year 1 teacher.

5. Inclusion

We value all our children as unique individuals at Burbage C of E Infant School School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Positive attitudes to diversity and difference are encouraged.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need and in doing so, work closely with parents/carers and outside agencies. Provision will be made for children with special educational needs by appropriate planning and support making use of Individual Education Plans where necessary. At times it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. speech and language support. However, whenever possible, support is provided within the classroom context. We aim to help all children participate to their full potential whatever their difficulties.

Provision for all children will be made through appropriate planning and support. Opportunities to stretch and challenge children are also provided.

Please refer to the school's 'Equal Opportunities & Diversity Policy and SEND Policy.

6. Relationships with parents/carers

We recognise what an important role parents/carers play in their children's learning journey and we aim to involve them as much as possible in school life. We continue to strive to develop and sustain links with parents and carers. We do this through:

- Stay and Play sessions – 6 sessions spread across the school year before the children are due to start (starting in the autumn term up until May of the summer term);
- Meet and Greet session - held in the June before they start school;
- Transition meeting –Held in the July the term before they start school. This is a chance to meet the Executive Head Teacher and Deputy Head Teacher and find out more about school life;
- Class Visit – held in July the children have an opportunity to spend time with their teacher and teaching assistant before starting school;
- Sharing our Learning events – access to see the classroom and the children's work;
- Encouraging parents to talk to the child's teacher or teaching assistant if there are any concerns;
- Formal meetings for parents twice a year- 'Parents Evening';
- Progress Report's at the end of each term;
- Written report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers: nativity play, sports day, etc;
- Reading logs – teachers look at these each week to celebrate reading at home;
- Class Dojo – online platform where parents can communicate with their class teacher through messaging;
- Half -termly newsletters;
- Parents consultation

7. Monitoring and evaluation

Monitoring, evaluation and review takes place in the following ways;

- Monitoring of practice is ongoing and regularly discussed at year group meetings;
- Termly evaluations;
- Induction process is reviewed annually;
- Parent questionnaires completed;
- New initiatives are considered and practice adapted where necessary;
- Scrutiny of planning and work;
- Moderation of Learning Journeys;
- Tracking of pupil progress;

- Classroom observations.

Please note Foundation Stage follows all of our other school policies (eg. behaviour management, etc). Please refer to these policies on our school website.