



**Moulton**  
Primary School

# **Early Years Foundation Stage Policy**

**MOULTON PRIMARY SCHOOL**  
**Early Years Foundation Stage Policy**

**Aims:**

At Moulton Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

At Moulton Primary School we believe that '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.'

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; Learning Support Policy; Behaviour Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

***Starting school***

In our school, children are offered full-time schooling from the outset. However, parents may choose part-time entry of up to two weeks if they feel this is appropriate for their child's wellbeing. This will be discussed and agreed with school staff.

The EYFS is based upon four principles which should shape practice in early year's settings. These are:

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

**A Unique Child**

At Moulton Primary 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 circle times and rewards (in line with our behavioral policy), to encourage children to develop a positive attitude to learning.

***Inclusion***

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Moulton Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

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 special educational 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.

We meet the needs of all our children by:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence (by observing and understanding each child's development and learning);
- using a wide range of teaching strategies based on children's learning characteristics (playing and exploring, active learning, creating and thinking critically);

- providing a wide range of opportunities to motivate and support children and 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 so as to support children to develop a positive sense of their own identity and culture;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- 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, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

*Welfare* "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."

At Moulton Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- Safeguard 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 the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is 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 procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

### **Positive Relationships**

At Moulton Primary School we recognise that children learn to be strong and independent from positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We understand that we need to foster a sense of belonging, being sensitive and responsive, supportive and consistent.

### *Parents as Partners*

We recognise 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 the children. We do this by:

- holding open afternoons for all parents planning to apply to our school;
- inviting all parents to an induction meeting during the term before their child starts school;
- giving the children opportunity to spend time in their new setting (meeting staff and children for up to 4 sessions) before starting school during the summer term;
- by staff liaising with the local nurseries to talk to nursery staff and children in the summer term;
- the Foundation Stage Staff invite the children and parents to look around their new classroom and school and to chat with the EYFS staff during the 1<sup>st</sup> few days of the new academic year;

- sharing information with parents about their child before starting our school (i.e., by chatting/ filling in our all about me books with their child/ filling in parent questionnaire);
- offering parents regular opportunities to talk about their child's progress in our reception class.
- providing all parents with 24 hour access to their child's online learning journey (Tapestry).
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term where the parents can discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- providing a range of activities throughout the year that encourage collaboration between child, school and parents: sports Day, class outings, inviting parents into class etc.
- providing information about the children's learning throughout the year by sending home regular topic letters and by providing this information on our website.
- providing information about the curriculum through events such as our autumn term curriculum evening and termly classroom workshops where the parents can observe their children whilst engaged in their learning;
- providing the parents with home-school books to encourage communication about the children;

All staff involved within the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers act as 'Key Person' to all of the children in their class, supported by the Teaching Assistants.

### **Enabling Environments**

At Moulton Primary School we recognise that children learn and develop best in enabling environments, in which their experiences respond to their individual needs and where there is a strong partnership between practitioners, parents and carers. We value all people and all learning and show this by offering stimulating resources, rich learning opportunities and by supporting children to explore and take risks.

### *Observation, Assessment and Planning*

This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Planning within the EYFS follows the schools' Long Term Curriculum Map, the EYFS Medium Term Plans and the Foundation Stage Curriculum. This is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on the weekly planning sheets.

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 the form of observation, and this involves the teacher and TAs. These observations are recorded in the children's individual on line 'Learning Journeys.' They also contain information provided by parents and by the children.

We begin the year by taking on board the previous setting and parent's comments as well as staff observations in order to form our baseline assessment (in agreement with our local EYFS cluster schools). From this benchmark we plan for and track the children's progress as we go along informally against Development Matters and by formally assessing as required. This data is analysed by the class teacher and EYFS leader which is then discussed with the Senior Management Team.

At Moulton Primary School, we complete the EYFS profile for each child where we assess each child's level of development against the 17 early learning goals. We will indicate whether children are exceeding expected levels, are meeting expected levels of development or are not yet reaching expected levels (emerging).

Within the final term of the EYFS, we provide a written summary for parents and Year 1, teachers reporting their progress against the EYFS curriculum. We give a reasonable opportunity for parents to discuss these judgements with the class teacher.

### **The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. All EYFS classes have access to an outdoor area (infant playground and discovery den) which we allow the children to access freely under adult supervision. We also make use of the whole school grounds throughout the year. 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 offers the children the opportunity 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 all of the 7 areas of learning.

### **Learning and Development**

At Moulton 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 inter connected.

#### *Teaching and Learning Style*

In planning for and directing children's activities at Moulton Primary School we consider the many ways that children learn and provide for these through our practice. These characteristics of effective teaching and learning include:

#### **\*Playing and exploring (investigating and exploring)**

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practice and build up ideas, and learn 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. 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 (concentrating, persevering and enjoying their achievements)**

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

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.

#### **\*Creating and thinking critically (the children have and develop their own ideas).**

"When 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 understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

#### *Areas of Learning*

The EYFS is made up of seven areas of learning.

There are 3 prime areas:

- Personal, Social and Emotional Development (making relationships, self-confidence and awareness, managing feelings and behavior)
- Communication and Language (listening and attention, understanding and speaking)
- Physical Development (moving and handling, health and self-care)

There are 4 specific areas:

- Mathematics (numbers and shape, space and measure)
- Literacy (reading and writing)
- Understanding the World (people and communities, the world and technology)
- Expressive Arts and Design (exploring and using media and materials and being imaginative)

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

**Monitoring and review**

It is the responsibility of the EYFS staff to follow the principles stated in this policy. The EYFS leader will raise/discuss any issues that require attention with the Senior Management Team, Head Teacher and governing body. The Senior Management Team and EYFS teachers will carry out monitoring within the EYFS team as part of the whole school monitoring schedule.