

EARLY YEARS FOUNDATION STAGE POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 17th July 2024

It will be reviewed July 2026

Signed:

Date:

Early Years Foundation Stage Policy

Definition

At Buxton Infant School the term Early Years Foundation Stage (EYFS) refers to the provision given to the children in our reception classes who enter school from September of the academic year in which they will turn five years old. Within this policy, the term 'setting' is used to refer to this provision.

The term 'practitioner' refers to the members of staff working with children within the setting. As stated within the Early Years Foundation Statutory Framework the ratio within our Reception classes cannot exceed 30 children to 1 teacher.

This policy outlines the purpose, nature and management of the EYFS and it is the responsibility of practitioners working within the EYFS setting to implement it.

Aims of the EYFS

Early Years education is holistic, it encompasses all areas of learning and development and is the foundation on which all future learning is rooted and built upon.

At Buxton Infant School we believe that all children deserve the best possible start to their school life both emotionally and intellectually in order to enable them to reach their full potential.

We do this by:

- Providing a structured, secure, caring and well-resourced learning environment, both inside and out, which meets all the individual developmental needs of young learners.
- Enabling children to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- Developing independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

Objectives of the EYFS

- To respond to children's individual rate of development and understanding, physically, cognitively, linguistically, socially and emotionally.
- To teach children to express and communicate needs and feelings in an appropriate way.
- To encourage decision making and independent learning through supporting children to learn through their mistakes.
- To develop an understanding of values and codes of behaviour required for working together successfully.
- To provide learning experiences through play which reflect children's personal interests and areas of curiosity in order to encourage excitement and motivation to learn.
- To provide effective opportunities for learning in a range of environments, inside and outside.

The Early Years Foundation Stage Framework

The curriculum in Reception at Buxton Infants is planned and delivered in accordance with the DFE statutory document "Statutory Framework for the Early Years Foundation Stage" (January 2024). We adhere to the four guiding principles that shape good practice with Early Years settings:

- 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**. The framework covers the education and care of all children in early years provision, including children with special

educational needs and disabilities.

The curriculum at Buxton Infant School is a challenging and exciting one based around the seven areas of learning, the three prime areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

The children are also supported in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

All the areas of learning are interlinked and are given equal weighting and value. This allows us to provide a rich and stimulating curriculum that is holistic and enables the children to make links between what they are learning and to build upon skills and knowledge already mastered. This also ensures a child-centred, whole child approach.

Active Learning Through Play

In the EYFS we recognise that children learn most effectively when they are active and having fun. Therefore, we strive to provide the children with meaningful first hand experiences in which they can explore, think creatively and be active participants in their learning both physically and cognitively.

In the EYFS setting at Buxton Infant School the practitioners provide both a mix of adult-led, adult-supported and child-initiated activity play opportunities inside and outside. These activities are designed to engage the children in meaningful experiences and cover all the areas of learning. These play activities support the children to discover, explore, investigate, develop their personal interests and areas of curiosity and help to make sense of the world around them as they begin to understand specific concepts.

Activities, which are play based, are also set up in order to allow the children to apply their newly acquired knowledge and demonstrate new skills thus giving opportunities to practice and consolidate.

Planning

Our long-term plan is based upon the EYFS framework which sets out the Early Learning Goals that need to be worked towards and covered throughout the academic year. Our medium-term plans are formulated by all our EYFS practitioners and the termly topics are decided upon with the children's interests and stage of development in mind. These plans then inform our weekly planning. The weekly plan is flexible and can change on a day to day basis as it is also determined by our observations and assessments of the children and thus need to reflect and respond to the children's interests, needs and level of development. EYFS practitioners also use progression documents formulated by subject leaders across the school to ensure skills in KS1 foundation subjects are introduced to reception children through the EYFS.

Assessment and Record Keeping

All children are assessed during their first term in school in accordance with national guidelines. Using observation and questioning, staff will assess children's attainment in the three prime areas and four specific areas against the early learning goals.

Ongoing assessment is an integral part of the classroom day in Reception. Staff are involved in daily observations and assessments, including both child and adult initiated activities in the inside and outside environments. Observations and photographs are recorded using an electronic learning journal (Tapestry) through iPads.

The EYFS profile is completed at the end of the Reception year; data is sent to the L.A. and practitioners report whether children are meeting expected levels of development or not (emerging). Some Reception children will be working above expected levels (exceeding) and will therefore begin to work on level one of the National Curriculum when it is judged appropriate for them. Children who do not achieve all the early learning goals by the end of Reception will continue to work towards them in Year One. Individual reports are sent to parents at the end of Term Six in Reception which contain photographs, examples of work, observations, assessment information and scale point data.

Year One teachers will be invited to Reception moderation meetings during the summer term and handover meetings will take place at which all attainment data is passed on. Reception teachers will also make an end of year assessment for each pupil in reading, writing and maths using the 'STAT' assessment grids. This data will form a baseline judgement on entry to Year One.

Parents as Partners

At Buxton Infant School we recognise the importance of establishing positive relationships with parents, acknowledging that parents have a unique knowledge of their children. We endeavour to share information about the children and encourage the parents through informal contact at the beginning and end of the school day, regular letters and a home school link book. This also provides suggestions of how parents can support their child's learning at home and is further expanded through shared targets in Literacy and Maths and discussions at Parent Consultation meetings. We believe that an effective partnership between home and school will have a positive impact on the children's learning and development.

Regular newsletters 'The Smiler' and the 'SMSC newsletter' are sent home and a topic outline is put on the school website each term and sent home. Meetings are held for parents to attend in which the practitioners explain how phonics is taught and how the parents can support their child at home when learning to read. Each parent is also given the details of 'Letter Join' an online tool to help with writing. Using the online learning journal 'Tapestry' parents can also share achievements at home.

Targets for reading, writing and maths are set each term for every pupil and shared with parents and carers.

There are two parent consultation meetings every year in October and March. Parents receive a midpoint progress report which is discussed at parents evening in March. Parents also receive an end of year report, which informs them of their child's level of development and the progress they have made.

Parents are also invited to get involved with school life including special assemblies, reading together and maths together morning. Parents come in to help with reading, playing games, art and craft activities. Parents also accompany us on educational visits.

We strive to create a warm and friendly environment in the setting where parents feel comfortable and at ease to come and discuss any concerns they may have and to share information with us about their child. We operate an open doors ethos.

Admissions and Induction

Children enter school in September of the academic year in which they will turn five years old. Prior to the children starting school both parents and children are offered a variety of activities designed to make the transition to school from home or pre-school, as smooth as possible:

Parents Meeting

In late May, all parents of children due to start Reception in September will be invited to an evening meeting where they can meet the Reception staff and Head teacher. The purpose of the meeting is to welcome new parents to the school and to share with them school routines and expectations. A "New Starter" pack is available with further information and school uniform is available to look at. The school's family resource worker is also present at the meeting to talk about their supporting role for

children and families and the school meals service is to hand to answer questions about lunch times.

New Starter Visits

Following the parents' meeting, all children are offered up to six visits in the summer term prior to them starting full time in September. We ask that all children try to attend at least the first two visits, while the other four afternoons are offered as optional. The purpose of the visits is to enable the children to become familiar with the school environment, practitioners and routines and to experience a whole range of school activities including playtime, assembly and outdoor learning.

Links with Pre-school Providers

In addition to the children's visits to school, a member of the Reception team will also make a visit to meet each child in their pre-school or home setting. The aim of these visits is to help the staff develop their knowledge and understanding of each child and get to know them in a familiar environment. At the visit the child will receive a photo book showing them pictures of school staff, their coat peg, entrance to school and other features of the school day.

The school staff will contact each pre-school setting to discuss the children that will be moving from them to school.

The school SENCO will attend the last pre-school SEND Plan of any child moving up with SEND. A similar process will also happen for any child with an open TAF.

Entry in September

From September children attend school full time, although children who are particularly young in the year group may initially attend for mornings only, if parents feel strongly that this is in the child's best interests.

Equal Opportunities

At Buxton Infant School all children, irrespective of race, gender, creed, level of ability or nationality have the opportunity to access an enjoyable and exciting programme of learning and development. In EYFS we plan a curriculum that meets the needs of the individual child and support them at their own pace ensuring that we deliver inclusive practice.

Health and Safety

- The classroom is checked every day for hazards and any found are removed.
- The children are taught how to carry scissors safely.
- The children are taught to use equipment in a safe manner.
- The children are encouraged to drink water when they need it during the day.
- The children's water bottles are stored in a way that make them easily accessible to the children throughout the day. They are refilled with fresh drinking water if required.
- Fresh fruit is available for the children to eat at morning break.

The Role of the Foundation Stage Leader

- To provide leadership with the EYFS setting.
- Help colleagues to develop their expertise.
- Keep up to date with new developments at local and national level, through attending network meetings, training courses and reading new material and to communicate these developments to colleagues.
- Monitor the planning and provision in the EYFS.
- Monitor and evaluate standards of learning in the EYFS.
- Manage the budget allocation made available to the EYFS

The Role of the Headteacher

- Monitor the provision of the EYFS Framework.
- Read and provide feedback regarding the policy written by the EYFS leader.

- Spend time evaluating the effectiveness of provision in the EYFS.
- Meet with the EYFS leader / EYFS practitioners to discuss the long-term plan and any changes to provision.

The Role of the Governors

- Monitor the provision of the EYFS Framework.
- Read and provide feedback regarding the policy written by the EYFS leader.
- Spend time evaluating the effectiveness of provision in the EYFS.
- Meet with the EYFS leader / EYFS practitioners to discuss the long-term plan and any changes to provision.

Adopted by the governing board of Buxton Infant School on **17th July 2024.**