



The Grange Primary EYFS Policy

2023-2024

Intent

Our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

Structure in our FS Unit

The Early Years Foundation Stage applies to children from birth to the end of their time in Foundation Stage 2 (Reception). In our school we offer a morning 26 place Foundation Stage 1 setting (Nursery) and a 60 place Foundation Stage 2 setting.

The Early Years Foundation Stage is based upon four themes:

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

Implementation

A Unique Child

At the Grange 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 and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at The Grange Primary School are treated fairly regardless of race, gender, 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 Foundation Stage 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.

Welfare

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.

"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 The Grange 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.

At The Grange Primary School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Promote good oral health and the importance of teeth brushing.
- 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.
- Follow the welfare requirements set out in the

Positive Relationships

At The Grange Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- **Talking to parents about their child before their child starts in our school, workshops and home visits.**
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.**
- **Operating an open door policy for parents with any queries.**
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents. Observations are made through "Tapestry". Parents are able to access next steps and observations.**
- **Offering three parent/teacher consultation days per year.**
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.**
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents; reading workshops, stay and play sessions, play workshops and open days.**

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have very strong links with various feeder Pre-schools and Childminders .The Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

Enabling Environment

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use key themes, the seasons, key events and the children's interests to draw up medium term plans. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Early Learning Goals.

The Learning Environment

Both the learning environment in the Foundation 1 and 2 are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development and self esteem. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Every day there is a clear literacy and number focus where the children learn new skills through adult directed activities. "Talk for Writing" and "Jane Consoldine" are used throughout to enhance vocabulary, storytelling and the structure of the children's writing. Phonics is taught daily for 30 minutes, following the "Sounds Write" approach. Please see the Phonics Policy and Long Term Plans. Handwriting is taught daily using the Nelson Handwriting Scheme along with daily Guided Reading sessions. Opportunities to read, write and use mathematical knowledge are evident throughout the day, through adult focused activities and within the environment where children can independently apply what they have been taught.

Balance of adult-directed and child-initiated learning

In order to provide high-quality experiences for young children we aim for a balance of adult-directed activities and child-initiated activities. Through adult-led activities we introduce children to new ideas, provide opportunities for them to develop their skills and ensure that they experience all areas of learning in the Early Years Foundation Stage (EYFS). We balance the adult-led learning with time and opportunity for the children to explore their own ideas, play with resources and use their imagination and creativity. It is only through doing this and practising the skills that they have learned, that children will be able to take ownership of their learning and be able to apply it in different situations.

Rainbow Challenge-Individual target setting

In the Foundation Stage we have six different coloured rainbows which represent 6 areas of the EYFS. One display shows all of the rainbows with the challenges written underneath and corresponding rainbows are in the learning environment. When a child completes a challenge and an adult has confirmed this, they receive a coloured bead that matches the rainbow. This goes on their bead string. On Friday the children collect their bead strings and reflect on how many they have. The teacher can then see which areas the children are visiting and if they independently accessing the curriculum. If the beads for the week have been achieved, the children receive a small prize. New challenges are set up every week and are introduced on a Monday morning. The children also have class targets that they work towards for Reading , Writing and Number. These targets are differentiated based on the children's individual needs and next steps in learning.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early year's settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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.

Characteristics of Effective Learning:

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring - children will have opportunities to investigate and experience things, and ‘have a go’.

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy 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 some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

“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 make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Impact

Our curriculum and its delivery ensures that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One.

Experiences and new learning is revisited and demonstrated through children being deeply engaged in play. Our children grow to be confident and competent lifelong learners through a purposeful and language rich environment.

The impact of our curriculum is measured by assessment procedures which allow us to identify any pupils that are not progressing at an expected rate and put interventions in place. EYFS staff use observations to make formative assessments that inform planning and ensure that all children build on their current knowledge and skills at a good pace. These observations and assessments may be written down but often will be known to staff through their day-to-day interactions with pupils.