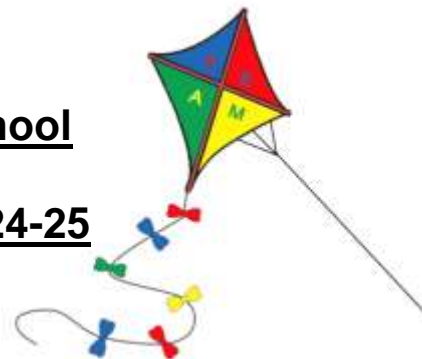


Twyford St Mary's C of E Primary School

Early Years Foundation Stage Policy 24-25



Rationale

At Twyford St Mary CE Primary School we believe that every child deserves the best possible start in life. A child's experience in the early years has a major impact on their future life chances and choices. We know that a child that feels secure, safe and happy is a child that will make the most of their abilities and talents as they grow up. We provide the support and challenge that each unique child needs to ensure that they thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance.

We ensure that all children receive their entitlement as required under the revised Early Years Foundation Stage Framework, effective from September 2021 which applies to children from birth to the end of the reception year.

Curriculum Intent

At Twyford St. Mary's, we believe, as stated in Development Matters (2021) that "All children deserve to have an equal chance of success". We intend to provide a broad and balanced curriculum which has its roots based on our school values of Courage, Care, Joy and Respect and promotes diversity and celebration of all. We offer a challenging curriculum for all learners which is coherently planned and sequenced to enable children to gain knowledge on which to build future learning. Staff follow the school's Early Years Intent document, which outlines objectives to be explicitly taught in each half term to ensure teaching is sequential and consolidated.

Learning through Play

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems." – Early Years Foundation Stage, 2021.

The EYFS principles and practice underpins a play-based curriculum where the play is planned and purposeful. The EYFS curriculum states that learning and development is encompassed by three themes:

- A Unique Child
- Positive Relationships
- Enabling Environments

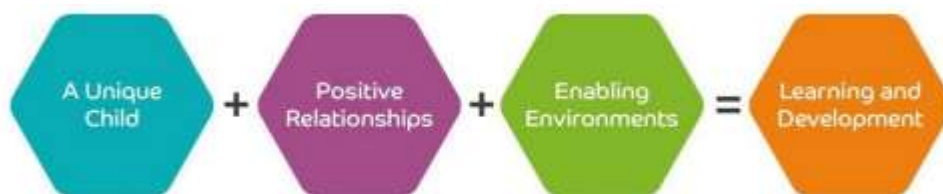


Image taken from Birth to 5 Matters, 2021.

A Unique Child

Principle:

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practice:

Practitioners:

- understand and observe each child's development and learning, assess progress, plan for next steps;
- support children to develop a positive sense of their own identity and culture.
- identify any need for additional support;
- keep children safe;
- value and respect all children and families equally.

At Twyford St Mary CE Primary School 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 give praise and encouragement, we reward appropriate and caring behaviour and celebrate achievements, to enable children to develop a positive attitude to learning.

Positive Relationships**Principle:**

Children learn to be strong and independent through positive relationships.

Practice:

Positive relationships are:

- warm and loving, and foster a sense of belonging;
- sensitive and responsive to the child's needs, feelings and interests;
- supportive of the child's own efforts and independence;
- consistent in setting clear boundaries;
- stimulating;
- built on key person relationships

At Twyford St Mary CE Primary School we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and carers.

Enabling Environments**Principle:**

Children learn and develop well in enabling environments, where their individual needs and experiences are responded to and there is a strong partnership between practitioners, parents and carers.

Practice:

Enabling Environments:

- value all people
- value learning

At Twyford St Mary's our environment offers:

- stimulating resources, relevant to all the children's cultures and communities;
- equipment which can be accessed independently by the children;
- rich learning opportunities through play and playful teaching;

- safe and secure areas where children can learn about safety and how to manage risks
- areas to support active learners as well as areas to support quiet and reflection
- positive support for children to explore, develop skills and ask questions.

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Twyford St. Mary's, children join us in Year R at the beginning of the school year in which they are five. The EYFS applies to the Year R pupils (4 and 5 year olds) in Ash Class. Ash Class is comprised of Year R pupils and Year One pupils. The children are taught separately in their year groups each morning, and as a mixed infant class each afternoon.

Curriculum Implementation

The EYFS play based curriculum follows seven areas of learning and development. These are inter-connected and developed through planned and purposeful play based activities. The seven areas are split into the "Prime" and the "Specific."

Three Prime Areas:

- Communication and Language:
 1. Listening, Attention and Understanding
 2. Speaking
- Physical Development:
 1. Gross Motor Skills
 2. Fine Motor Skills
- Personal, Social and Emotional Development:
 1. Self-Regulation
 2. Managing Self
 3. Building Relationships

Four Specific Areas:

- Literacy
 1. Comprehension
 2. Word Reading
 3. Writing
- Mathematics
 1. Number
 2. Numerical Patterns
- Understanding the World
 1. Past and Present
 2. People, Culture and Communities
 3. The Natural World
- Expressive Arts and Design
 1. Creating with Materials
 2. Being Imaginative and Expressive

Each area of learning is of equal importance and is interdependent. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for children's learning within EYFS.

The EYFS at Twyford St. Mary's follows the Early Years Intent document, which is a long term planning document covering the Early Learning Goals. Year R planning is further informed by our knowledge of each child, which is gained through deep and varied observation and interaction in a range of daily activities. As such, our provision enables each child to explore their learning and development fully. Staff create medium and short-term plans which take into account the individual needs, interests, learning styles and stage of development of each child in their care and which deliver a challenging and enjoyable experience. Where a child may have a special educational need, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

The Characteristics of Effective Learning

Playing and Exploring – children are encouraged to be “Curious Cats” by investigation, and experience and 'having a go.'

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. They express fears or re-visit anxious experiences in controlled and safe situations.

Active Learning - children concentrate and keep on trying even if they encounter difficulties and enjoy achievements. They are “Persevering Pigs.” As active learners they are encouraged to work together and be a “Team Bee.”

Active learning occurs when our children are motivated and interested. Children need to have some independence and control over their learning. As children gain in confidence they become able to make decisions which provide children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically – children are “Evaluating Owls,” having their own ideas which they can develop, make links and develop strategies for doing things. They are encouraged to get on and do and be “Incy Independents.”

Children will be given the opportunity to be creative through all areas of learning.

Adults will 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 move them around the indoor and outdoor classrooms to extend their learning.

At Twyford St Mary CE 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. In the EYFS we encourage children to develop as learners using the characteristics of effective learning. We teach these skills through positive language that reflects our learning culture and the use of puppets, each one reflecting a characteristic of learning.

Assessment and Planning

Our assessment of the children's abilities and understanding at the start of the school year is based on information provided by parents, prime carers and key people from all pre-school settings attended by each child, by transfer documents and our observations of the children during transition visits and their first half term at Twyford St Mary CE Primary School. This information is kept as a record of the child's development and tracked and added to over their reception year. Data for the children's development is made on entry (as part of the statutory Baseline Assessment), in November, March and June of the reception year. The statutory Baseline Assessment data is shared annually with the DFE.

Assessment of children's learning in EYFS takes the form of observation in child initiated and structured play. Other assessments are used if necessary to judge a child's development. This information is shared with parents/carers throughout the year by one to one meetings or through Tapestry, an online learning journal. Parents and all staff in EY are able to make observations to build a strong picture of the child as a unique learner. These judgements are used to support dialogue between the teacher, Learning Support Assistants, school management team, curriculum subject managers, Key Stage One staff and other professionals when moderating attainment. They support the links with year one and are used to plan each child's transition from the reception class to the year one setting and from the EYFS to the National Curriculum, as and when each child is ready.

During the second half of the summer term an Early Years Foundation Stage Profile will be completed for each child. This is a statutory requirement. This information will be shared with the school management team and with parents.

Transition

At Twyford St Mary CE Primary School all children can transition to reception following the school's suggested induction procedure which can be personalised for individuals based on discussions with their parents and pre-school settings. This will take place at the beginning of the school year in which they will become five, though the transition process may begin from the summer term before children start school and will be tailored to each cohort and individual needs.

Equal Opportunities and Inclusion

At Twyford St Mary CE Primary School we aim to provide a safe and secure learning environment where the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged. We use a wide range of teaching strategies, we differentiate the curriculum to meet children's individual needs and we carefully monitor children's progress.

Partnership with Parents

The foundation stage staff will endeavour to build positive relationships with parents and carers. Parents are acknowledged as the child's primary educator.

There are opportunities for parents to chat informally at the beginning and end of each day. Parents receive weekly newsletters and a half-termly objective overview. Parents are actively encouraged to contribute to their child's learning journey through observations.

Monitoring and Evaluation

- It is the responsibility of the EYFS Coordinator to ensure the practise and provision is regularly reviewed and updated to reflect current thinking in EYFS
- All staff in the foundation stage will attend training during the year that will enhance their practise

- Staff in the foundation stage will attend regular network meetings to remain up-to-date and to share best practise
- The Headteacher will attend regular Early Years Headteacher briefings in order to remain up-to-date on the latest developments in this phase
- The quality of learning and teaching in the EYFS at Twyford St Mary CE Primary School will be monitored on a regular basis by SLT, LLP and external moderators.

Approved by Governing Body: Spring 24

Date of next review: Spring 25