

# EYFS POLICY

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## Introduction

At **Orleton** and Kimbolton Primary Schools we value every pupil and the contribution they have to make. We strive for success in all that we do and believe that 'No learners should be left behind' alongside the principle that we are all aiming to be outstanding. We believe that a secure, safe, happy and stimulating start to school gives the foundation that will ensure future educational success and make sure the children are ready for more formal learning in Year 1, as well as provide the basis for a happy, well balanced child.

## Rationale

The overall aims of the EYFS is to help young children to achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A unique child - Every child is a competent learner
- Positive relationships - children learn to be strong and independent
- Enabling environments - supporting and extending a child's development
- Learning and development - three prime and four specific areas of learning and development

The seven areas of learning and development are divided into three prime areas and four specific areas: the three prime areas (foundations for school readiness and future progress) are:

- Communication and language
- Personal social and emotional development
- Physical development

These are then supported by specific areas that strengthen the prime areas:

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

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment - playing and exploring, active learning and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The characteristics of effective learning are fostered through:

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically - thinking

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old. A high-quality education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Each unique child should be encouraged and supported, in an enabling and rich environment which fosters the characteristics of effective early learning (playing & exploring, active learning, creating and thinking critically).

## **Aims**

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching & learning is based on the understanding that children develop at different rates.

At Orleton and Kimbolton Primary School we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers, and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability are valued.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive and supportive.

## **Principles of Teaching and Learning**

Children will mostly be taught through play, games and practical experiences; with a balance of focus groups and independent choice. We try to use our outside area, field and locality, including our local church to enrich our classroom experiences.

## **Provision**

- Our staff are highly qualified, dedicated, professional and caring Early Years teachers and classroom assistants who plan and work closely together to provide a high quality curriculum.
- We value our parent partnership with an open door policy.
- We provide a rich variety of academic, social, artistic, musical and sporting experiences.
- We have welcoming, child friendly and stimulating indoor and outdoor areas.
- Routines are established so that children begin to anticipate and feel confident to take the next step. Visual timetables give children the security to know and understand their routines.
- Clearly labelled and easily accessible resources.
- Children feel confident to have a go without the worry of making mistakes.

## **Our teachers strive to:**

Build children's confidence and self esteem

- Develop children's independence
- Allow all children to experience regular success
- Use practical approaches

- Encourage children to select independently resources to help them
- Challenge children of all abilities.
- Learn from teachers, peers and their own mistakes.
- Encourage children to ask questions as well as answer them.

## **Curriculum Planning**

We refer to the framework of Development Matters in the Early Years Foundation Stage (EYFS).

## **Observation, Planning and Assessment**

At Orleton and Kimbolton we hold the individual child at the centre of our planning. This is achieved through observation, two-way conversation, questioning and assessment. Formative assessment is at the heart of effective early years practise.

This is achieved through:

- Observing children as they act and interact in their play, everyday activities, child-initiated activities and planned activities, and learning from and sharing with parents about what the child does at home (WOW moments).
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individuals' needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all areas of learning and development.

## **Moderating and review**

Please see the school wide monitoring cycling and the governor monitoring overview for details of review dates. Subject reviews will take place every 3 - 4 years and will involve a review of the policy, monitoring of planning and the coverage of the curriculum alongside triangulation with books and lesson observations to ensure both quality and progression of skills within our schools rich curriculum provision. Moderation takes place within our school cluster group as well as across both our schools.