

St Thomas à Becket Church of England Federation

**Blackboys C.E. School**  
School Lane  
Blackboys  
Uckfield  
East Sussex  
TN22 5LL



**Framfield C.E. School**  
The Street  
Framfield  
Uckfield  
East Sussex  
TN22 5NR

ADOPTED 12 JUNE 2019

REVIEW JUNE 2022

# Early Years Foundation Stage Policy

*Our Vision is to raise the aspiration of all pupils to “Be the Very Best they can Be”, through providing an engaging and Christian environment alongside an exciting broad and balanced curriculum striving to develop the skills, attitudes and Christian values of the whole Federation Community to face the new challenges of the 21<sup>st</sup> century with confidence.*

<b>Contents</b>	<b>Page</b>
Introduction	3
Aims	3
Structure of the Early Years Foundation Stage (EYFS)	3
Curriculum	4
Assessment	5
Working with Parents and/or Carers	6
Safeguarding and Welfare Procedures	6
Review	6
Appendix One	7

## Introduction

St Thomas à Becket Church of England Federation (which is referred to as the Federation in the rest of this document) has based this policy on the requirements set out in the 2017 Statutory Framework for the Early Years Foundation Stage (EYFS).

## Aims

We believe that if our youngest pupils feel safe and nurtured and are supported and encouraged in their learning (as Jesus cared for his lambs and carried them upon his shoulder) then they will be enabled to “Be the best they can be” as they grow and flourish in our school communities.

This policy aims to ensure:

- that children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

*Teach me knowledge and good judgment, for I trust your commands. Psalm 119:66*

- quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

*For in Christ Jesus you are all sons of God, through faith. Galatians 3:26*

- close partnership working between practitioners and with parents and/or carers

*I can do all things through him who strengthens me. Philippians 4:13*

- every child is included and supported through equality of opportunity and anti-discriminatory practice

*For God shows no partiality. Romans 2:11*

## Structure of the Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. In the case of the Federation’s schools EYFS involves the Reception Class.

In the Federation the EYFS is based upon five principles:

**A Unique Child** - 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, stickers,

prizes, positive reinforcement, good role models as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude and love of learning. We value the diversity of individuals within our schools and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our schools.

**Positive Relationships** - we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents and/or carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and/or carers have played, and their future role, in educating their child(ren).

**Enabling Environments** - 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 locate equipment and resources independently. The Foundation Stage has its own enclosed outdoor area. 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 opportunities 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 seven areas of learning.

**Learning and Development** - 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. See curriculum below.

**The Characteristics of Effective Learning** - underpinning the areas of learning are the Characteristics of Effective Learning which describe the engagement, motivation and thought processes behind children's learning. Through the provision of a stimulating environment, carefully planned learning opportunities and feedback to pupils, members of staff will support children in developing the key characteristics of an effective learner. They will be continually observed and assessed throughout the year and reported to parents and/or carers.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the 2017 Statutory Framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

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

### Planning

Members of staff plan activities and experiences for children that enable children to develop and learn effectively.

Planning comes from a long-term plan and feeds down into termly plans and weekly planning. It is acknowledged that weekly plans may well change as members of staff adjust to meet the needs and interests of the class.

There is a strong focus on phonics, early reading and writing and members of staff work hard to plan for exciting and challenging opportunities to reflect this focus.

Members of staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, members of staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

### Teaching

Each area of learning and development is implemented through planned, purposeful teaching and learning and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children develop through Reception, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year One.

### **Assessment**

At our Federation schools, ongoing assessment is an integral part of the learning and development processes. Members of staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Members of staff will collate a Learning Journal for each child recording significant learning evidence against the seventeen Early Learning Goals.

During the Reception Year, parents and/or carers will meet formally twice for Parent Consultation Meetings. At the end of the EYFS, members of staff complete the EYFS profile for each child.

Pupils are assessed against the seventeen Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

### **Working with Parents and/or Carers**

As already stated, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The Parent Consultation Meetings and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents and/or carers are invited into their child's school three times a year to Class Planning Meetings where the Class Teacher will discuss forthcoming learning.

Parents and/or carers are very welcome to come in and help in their school (subject to DBS clearance) and take part in a weekly parent/pupil reading session.

Parents and/or carers are encouraged to contribute to their child's Learning Journal through the use of "wow slips" which are available from the Class Teacher.

### **Safeguarding and Welfare Procedures**

Our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy and Procedure.

### **Review**

This policy will be reviewed as it is deemed appropriate, but no less frequently than every three years. The policy review will be undertaken by the Federation's Headteachers and the Governing Body's Policies Working Party.

## Appendix One

List of Statutory Policies and Procedures for the EYFS. This checklist lists the Policies and Procedures that the Federation must have according to the EYFS Statutory Framework.

<b>Statutory Policy or Procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See Federation's Child Protection and Safeguarding Policy and Procedure
Procedure for responding to illness	See Federation's Health and Safety Policy and Federation's Supporting Pupils with Medical Conditions Policy
Administering medicines policy	See Federation's Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Federation's Health and Safety Policy
Procedure for checking the identity of visitors	See Federation's Child Protection and Safeguarding Policy and Procedure
Procedures for a parent failing to collect a child and for missing children	See Federation's Child Protection and Safeguarding Policy and Procedure
Procedure for dealing with concerns and complaints	See Federation's Complaints Policy and Procedure