

Early Years Foundation Stage Policy

Honington CEVCP School

Approved by:	Headteacher and Governors	Date: February 2024
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Last reviewed on:	February 2024
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Honington CEVCP School
Vision and Ethos:
Policy and Procedures Strategy

Our vision is underpinned by two key phrases:

‘Aspiration for All’ and **‘Live life in all its fullness’** (John 10:10).

At Honington CEVCP School we are committed to our ethos as a warm, welcoming, nurturing school where we recognise and develop the unique gifts and personal qualities of all.

We offer a Christian approach to learning which is underpinned by our motto, ‘Aspiration for All,’ and, from the Bible, ‘Live life in all its fullness.’ (John 10:10)

We aim to provide an excellent education for everyone, so that all pupils will flourish in childhood and on into adolescence and adulthood.

We aim to equip all members of our school community with the knowledge, skills, personal resilience, creativity, emotional intelligence, and social skills that give them every opportunity to experience lifelong success and happiness.

We believe it is important that we devise and approve Policy and Procedure documents with these key aims at the forefront of our minds. Therefore, all such documents will be prefaced by this statement.

1. Aims

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.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

3. Structure of the EYFS

We have one year group of EYFS, known in school as the Reception Class.

4. Curriculum

Reception follow Statutory framework for the early year's foundation stage, which is available at [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

The EYFS framework includes seven areas of learning and development that must shape educational programmes in early years settings.

"All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving." (DfE 2021: 1.3)

The prime areas are:

- Communication and Language – listening, attention and understanding, speaking.
- Physical Development – gross motor skills, fine motor skills.
- Personal, Social and Emotional Development – self-regulation, managing self, building relationships.

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

The specific areas are:

- Literacy – comprehension, word reading, writing.
- Mathematics – number, numerical patterns.
- Understanding the World – past and present, people, culture and communities, the natural world.
- Expressive Arts and Design – creating with materials, being expressive and imaginative.

5. Religious Education and Collective Worship

As a Church of England Primary School, children at Honington have, a discrete R.E. lesson each week as well as learning about the values of Christian worship embedded throughout the curriculum. In reception, children meet 'Tom and Tessa' who guide them through a way of life through a Christian perspective.

Children have opportunities to relate their lives to that of 'Tom and Tessa' in an exploratory way. This encourages children to develop discussion and relate their knowledge and understanding of Christianity to their own lives. Reception children take part in collective worship daily and say prayers as part of the ethos of the school.

Daily reflection time is also embedded. This allows children to think about the values and themes and how they can demonstrate them in practice. In the classroom, we have a Reflection Area that the children can access when needed.

6. Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The teachers plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring – children investigate and experience things, and 'have a go.'
- Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

7. Planning & Teaching

We present children with a planned program which is challenging and progressive that extends what they already know. Each half term we plan a topic which focuses on stories from The Write Stuff to enhance their understanding. This includes a balance of adult focused and child-initiated activities.

Planning starts from what the children can already do and builds on their existing experience and skills through play activities. The activities planned provide opportunities for children to extend their experience and learning in a positive, exciting, and challenging environment. Children are encouraged to be independent, at an appropriate level.

Adult support is planned to make the best possible use of all staff and helpers in the setting. Children with special educational needs are identified early and appropriate arrangements are made for them, so they can access the curriculum. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare the transition into more formal learning, ready for year 1.

8. Play

Learning through play is an important part of our Early Years. Children learn best from activities and experience that interest and inspire them. We provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world.

They have opportunities through their play to think creatively and critically alongside other children. They can practice skills, build upon and revisit prior learning and experience in their own time and at their own level. Play gives children the opportunity to pursue their own interests and encourage others around them.

The children learn to adapt, negotiate, communicate, discuss, investigate, and ask questions. We provide opportunities for the children to make choices and become independent in their learning.

9. Outdoor Play

All children will be given the opportunity to play outside throughout most of the day whatever the weather. It is important that parents dress their child for school appropriately: warm clothes and waterproof coat when it is cold and wet, sun hat and sunscreen when it is sunny.

Children get wet, muddy, and messy when they play outside. We teach children how to minimize how messy they get, and they do get better at this as they get older, but it is part of their learning and development - you cannot expect them not to get messy while playing.

Children must be allowed to 'experience' the world around them in a full, messy, muddy, wet environment if they are to understand it. .

10. Adult/Child Ratio

At Honington CEVCP School, in the Reception class, we have one teacher and one teaching assistant. We may offer extra TA support when needed for children with SEND and those who need some additional help.

11. Equal Opportunities

Every child has a right to feel valued and secure regardless of social, cultural, religious, emotional, and intellectual differences. Religious and cultural diversity are celebrated by providing displays, covering a range of topics, and using appropriate resources and artefacts.

Where possible, other adults and family members who represent other cultures are welcomed into the setting. This helps to broaden the children's experience by providing us with information, photos, food and talk about festivals and traditions. No child is excluded on the grounds of culture, religion, educational needs, disability, or gender.

12. Ensuring Children Feel Valued, Secure and Confident

The school recognises the need for physical and emotional security as well as confident children. A happy, confident child is receptive to learning, because a child who achieves and succeeds develops confidence and self-esteem. We always ensure that children are presented with achievable but challenging activities.

The child's self-esteem and belief in his/her ability are preserved at all costs by moving forward at a pace that is right for the individual. We provide an atmosphere where all children and adults value all others. Children are encouraged to be caring, to co-operate, to support and to nurture each other.

All problems are taken seriously, and children are encouraged to discuss them with a member of staff. We promote an open culture where children know their problems will be addressed. Any issues of bullying are dealt with promptly following the school Behaviour and Anti-Bullying policies.

13. Assessment & Observations

Assessment is an essential part of the learning and development of children in the Early Years. At Honington CEVCP School, ongoing assessment is an integral part of the learning and development processes. Children are observed by staff to assess their level of development, their interests and learning styles.

They are observed through child-initiated activities and adult focused activities, collecting samples of work, photos and listening to what they tell us. The observations inform future planning, provide information to target their learning priorities and to plan relevant activities and experiences. The information is collated in books, via class mark sheets and on Insight. It will also include information and observations provided by parents on Class Dojo.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- 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.

14. Positive Behaviour Management

The Reception class follow the same Positive Behaviour Management Policy and systems as the rest of the school, along with the use of Zones of Regulation to help support self-regulation of emotions. Please refer to Behaviour Management Policy and Principles for more information.

15. Working with Parents

We recognise the value of parents and carers as their child's first teacher and provide opportunities to develop strong partnerships with them. We believe that all parents, carers, and other family members have an important role to play in the education of their child. We do this through:

- Welcoming parents into school and working with them to establish a positive and supportive partnership between home and school.

- Talking to parents about their child before they start school.
- The Reception teacher visiting children in their pre-school prior to starting school.
- Children having the opportunity to spend time in their class before starting school.
- Inviting all parents to an induction meeting before their child starts school.
- Offering open evenings throughout the year.
- Encouraging parents to talk to the child's teacher if they have any concerns.
- Formal meetings for parents at which the teacher and the parents discuss the child's progress in private.
- Keeping parents informed of planned topics and activities through regular posts on Class Dojo.

16. Safeguarding and Welfare Procedures

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school and online for parents to read if they wish.

17. Monitoring Arrangements

This policy will be reviewed and approved by the Headteacher and EYFS Leader/Teacher every 3 years. At every review, the policy will be shared with the governing board.

February 2024

Review – February 2027

Appendix 1. List of Statutory Policies and Procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy