

Early Years Foundation Stage Policy



Uffington
Church of England
Primary School

Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

‘Every child deserves the best possible start in life and support to achieve 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.’ (Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. It is a single framework for care, learning and development. Children start Uffington School at the age of four and attend full time throughout the year. We aim to give all children the opportunity to experience the best possible start to their education to develop solid foundations.

The EYFS sets a series of learning goals for children to work towards by the time they reach the end of their reception year.

The EYFS is based upon four principles:

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

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A Unique Child

At Uffington School we recognise that every single 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 of achievements to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and all children and their families are treated fairly. We believe that all children matter and we give each child every opportunity to achieve their best. We do this by taking into account the children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of all our children.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based upon children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children 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.

Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.'

At Uffington 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 2007. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, taking appropriate action when children are ill.

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- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- 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.

Positive Relationships

At Uffington School 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. The children have an opportunity to develop relationships with other children across the school when Year join foundation twice a week, worship partners, reading buddies, swimming buddies and using the buddy bench at playtimes.

Parents as Partners

We recognise that parents are children's primary care givers and educators and we value highly the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating children. We do this through:

- Talking to parents about their child before they start in our school at a 'Home visit' along with the child.
- Inviting parents to a 'New Parents' meeting before their child starts school informing them about Uffington School and some of our routines.
- Giving children the opportunity to spend time with their teacher and new class prior to starting school by attending four 'taster mornings' in the summer term.
- Inviting parents of new children to school events during the summer term prior to admission.
- Inviting parents to a 'Foundation Stage Curriculum meeting' within the first few weeks of their child starting school.
- Offering parents regular opportunities to talk about their child's progress and inviting them to contribute to their children's 'Learning Journey' file, Tapestry and Google Classroom.
- Encouraging parents to talk to their child's teacher about any concerns they may have.
- Providing a range of activities throughout the year that encourage collaboration between child, school and parents. For example, the Christmas Fayre, Collective Worship in church and celebrations including Harvest Festival, the Nativity Play, Easter and the Leavers' Service to which all families are invited.
- Inviting parents to attend two formal Parents' Evenings each year (Autumn and Spring terms) with the opportunity for a further meeting in the Summer after the child's Individual Report is sent home to discuss the child's progress and development.

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. At our school the class teacher is the 'Key Person' to all the children in their class.

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Enabling Environments

At Uffington School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend their learning.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process. The planning within The EYFS follows long- and medium-term plans. Short term plans integrate and build upon the children's needs and interests.

These plans are used by the EYFS staff as a guide for weekly planning. However, we may alter these in response to the needs of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in the online learning journey 'Tapestry' to which parents and carers have access. Information provided by parents and previous settings are also kept on record.

The Learning Environment

The EYFS learning environment 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 environment is set up in learning areas, where children are able to find and locate equipment and resources independently. There is a secure covered play area outside the classroom and the school playground and school garden provide further space for outdoor activity. Being outdoors offers opportunities to explore play and learning in different ways and on a different scale than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help children to develop in all six areas of learning.

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Learning and Development

At Uffington School we recognise that children learn and develop in different ways and at different rates. We value the learning and development equally and understand that they are interconnected.

Teaching and Learning Style

Features of teaching and learning styles that relate to the EYFS:

- Partnerships between staff and parents in order that children feel secure at school and develop a sense of well-being and achievement;
- An understanding of how children develop and learn, and how this affects teaching;
- The use of a range of approaches to provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play, talk and other means of communication;
- A carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS;
- Provision for children to participate in activities that build upon and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Encouraging children to communicate and talk about their learning, and to develop independence and self-management;
- Support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- Identification of progress and future learning needs of children through observations which are shared with parents.

Achievement of these prime and specific areas of learning is by:

Playing and exploring

'Children's play reflects their wide-ranging and varied interests and preoccupations. In their play, children learn at the 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, 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.

Active Learning

'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.'

We understand that active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children

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develop confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

'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 are given the opportunity to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children have free access to resources and are allowed to move around the setting to extend their learning.

Learning and Development

Learning and development is categorised into three **prime areas** of learning:

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

In addition, there are four **specific areas** of learning:

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

None of these areas can be delivered in isolation; they are equally important and depend upon each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (*ELGs*) that define the expectations for most children to reach by the end of the Early Years Foundation Stage.

The Induction Process

During the Summer Term prior to starting school in September the following visits are conducted:

- Where possible, foundation staff visit pre-school settings from which September's intake will be taken.
- Where possible, staff will visit each child in their home environment.
- Parents are invited to attend a 'New Parents Meeting' in the foundation stage classroom.
- Each child is invited to spend four taster sessions at Uffington school

Primary School in order to familiarise themselves with both the staff and the EYFS environment.

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Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation stage staff. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a home, school agreement.
- We will hold a curriculum meeting early in the year to inform parents all about the EYFS curriculum and routines.
- We will publish a knowledge organiser detailing the areas of learning and the possible learning activities.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss the matter.
- We will conduct a parents' evening towards the end of the first term to inform parents and carers formally of how a child has settled in, their progress and next steps for learning. A further parents' evening will take place during the Spring term.
- Three times a year, we will invite parents and guardians to visit the school informally in order to fully appreciate the work that has been produced in that term.

Intimate Care Policy

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet, changing underwear following an accident and, in some cases, changing nappies / pads. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care.

Pupils are encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this is normally undertaken by one member of staff, however the adult will ensure that, wherever possible, they are visible and / or audible. Intimate or personal care procedures should not involve more than one member of staff unless a pupil's care plan specifies the reason for this.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the Foundation Stage at Uffington School. Where intimate or personal care is required, parents and carers will be informed on the day that

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care has been given, either through the home / school communication book, by telephone or in person.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Monitoring and Review

The Headteacher and EYFS class teacher will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

S Waters

Reviewed by Curriculum and Standards Committee	September 2023
Next review	September 2025

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