



EARLY YEARS FOUNDATION STAGE POLICY

Reviewed October 2024

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1. Aims

This policy aims to ensure:

That the EYFS children at Nightingale Primary School access a broad and balanced curriculum that provides:

- Consistently high-quality teaching and learning so that every child makes at least good progress.
- A comprehensive range of knowledge and skills needed for good progress through school and life, and that is in line with our school's core values.
- A mutually respectful working partnership between staff and parents and/or carers.
- Equality of opportunity for all children, ensuring that every child is included, supported and challenged in a way that meets their individual needs.

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS Reception Year

At Nightingale Primary School, the Reception year consists of two classes of up to 30 pupils. There are two Reception classrooms that children can move between. There is a shared outdoor learning environment that children can access directly from the classrooms.

4. Curriculum

At Nightingale Primary School, our Early Years setting provides curriculum opportunities in line with the Educational Programmes included in the EYFS Statutory Framework 2021. The EYFS framework includes 7 inter-connected areas of learning and development. Three of the 7 areas are identified as prime areas and are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Underpinning the EYFS provision at Nightingale Primary School are the three characteristics of effective teaching and learning. These 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

Planning

Staff at Nightingale Primary School observe the individual needs, interests, and stage of development of each pupil and use this information to plan for and provide a challenging and inspiring learning environment and curriculum. Where a child has a special educational need, colleagues consider whether specialist support is required, and where appropriate, work with relevant services from other agencies to support the learning and development of the child. In planning for and guiding children's learning, staff reflect on the different ways that children learn and include these in their practice.

The 'Observation, Assessment, Planning' cycle is used as the basis for planning and staff identify pupils' achievements, interests and next steps for learning. This fostering of the pupils' interests develops a high level of motivation for their learning. Opportunities to broaden children's experiences are planned for and a range of high-quality texts are used to explore culture, diversity and inspire learning.

Teaching

The Early Years Foundation Stage at Nightingale Primary School is organised to allow children to explore and learn securely and safely, whilst developing independence and self-confidence. Through periods of uninterrupted play, children practise, make links in their learning, manage risks and develop self-regulation with familiar adults on hand to guide and extend them.

Pupils have the opportunity to think creatively independently and alongside as they investigate and solve problems. All areas of Learning and Development are represented in both our outside and inside learning environments in forms that suit the environment and changing needs of the children. Continuous provision is enhanced regularly to reflect the changing needs and interests of the children. Children have access to indoor and outdoor learning and have daily opportunities to free flow between the environments, choosing where their learning will take place.

At Nightingale Primary School we greatly value the importance of spending time in nature and have an 'outdoor in all weathers' approach to learning. The children regularly enjoy exploring the wider school grounds including the woodland and adventure playground. Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult-led and child-

initiated activities. This balance of child and adult-led learning changes as the year progresses to match the children's growing ability to listen and attend. However, opportunities for child-led play remain an important part of the school day throughout the reception year and as the children begin their journey in Year 1. Through the positive relationships formed at Nightingale Primary School, staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Inclusion

At Nightingale Primary School we celebrate and respect difference; no-one is an outsider, everyone belongs regardless of race, gender, religion, ability or any other protected characteristic. All children are taught to 'Aspire to Inspire'. The range of life experiences of the children are considered when planning for their learning. In the Early Years Foundation Stage, we have high expectations grounded in a secure knowledge of child development. We meet the needs of pupils through careful and on-going observation and assessment, linked to their individual needs, interests and stage of development.

5. Assessment

At Nightingale Primary School, ongoing assessment is integral to the learning and development processes. Staff work closely with children and immerse themselves in the children's play. They observe pupils in a range of situations to identify their level of achievement, interests and learning styles. These observations are used to shape future objective led planning and EYFS provision.

We value the involvement of parents and carers in the assessment of children and welcome observations shared through Tapestry, reading diaries and verbal communications.

Within the first 6 weeks of starting school, children are assessed on the Reception Baseline Assessment by a familiar adult, in short, child friendly activities. At end of the Reception Year, staff complete the EYFS profile for each child. Pupils are assessed against the Early Learning Goals indicating whether they are meeting expected levels of development or not yet reaching expected levels ('emerging'). The results of the EYFS profile are shared with parents and/or carers during the end of the Summer Term.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between home and school and value these strong working relationships.

Some ways in which we promote a strong partnership are:

- Weekly Learning overviews shared via Class Dojo.
- Regularly sharing pupils' 'Learning Journey' with parents and valuing their on-going contributions using our Tapestry electronic learning journal.
- Offering at least two opportunities a year to meet and discuss their child's learning and development.
- Communicating through Class Dojo about children's behavioural achievements and current learning opportunities taking place at school.
- Termly curriculum newsletters

All colleagues teaching in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. We take all necessary steps to keep children safe and well by providing a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. It is important to us that all children in the school are 'safe'.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Together, we learn to be good friends, deep thinkers and morally responsible citizens who are informed to make positive contributions to their community.

8. Monitoring arrangements

This policy will be reviewed annually by Mrs. Vikki Gates - Early Years Leader, and shared with the Governing Body.