

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY 2023



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1. Our School Intent and Aims

Our curriculum is underpinned by our core values of honesty, respect, kindness and hard work. Attributes we believe to be important for ensuring Standhill Infants is a happy, inclusive and collaborative community. Opportunities are planned in for shared experiences and celebrations. Alongside this we ensure our children are equipped with the tools to be the best learners they can be by teaching them about their LEARNING POWERS that they can use in all areas of the curriculum. Resilience, resourcefulness and reflectiveness are skills vital for learning and life.

A key driver in our curriculum is the development of oracy skills. Opportunities are threaded through the planning, teaching and learning as acquisition of key vocabulary and good communication skills are essential to accessing all areas of learning and later opportunities in life.

At Standhill the curriculum is designed to provide an excellent education for all our children which prepares them for their next steps and success in life. We recognise the character and skills of the individual and thus we ensure the curriculum is rich and diverse and meets the needs of all. Through their time at Standhill our children will access a range of experiences on which to build happy memories and a love for learning.

Our INTENT

- To lay a secure foundation for future learning.
- To engage children in learning from the very start.
- To nurture and teach the children to become resilient, well regulated learners who are able to face challenge and are not afraid to make mistakes.
- To build a sense of excitement and pride as they develop their abilities across the Early Years curriculum.
- We share the expectation that our children will leave F2 as happy, enthusiastic learners and effective communicators.

2. Legislation

This policy is based on requirements set out in the [2023 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). (updated Sept 23)

3. Aims and Principles

There are four guiding principles which shape practice in the Early Years. These are:

- Every child is a **unique** child;

- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**;
- Children **develop and learn in different ways and at different rates**.

Aims

- For children to access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- For quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- For close partnership working between practitioners and with parents and/or carers
That every child is included and supported through equality of opportunity and anti-discriminatory practice

The Characteristics of Effective Learning further underpin learning and development across all areas.

These are:

- Playing and exploring (engaging)
- Active learning (motivation)
- Creating and thinking critically (Thinking skills)

Children's achievement in these areas is reported to the child's next teacher at the end of the Foundation Stage.

4. Curriculum

At Standhill Infants our provision provides a high level of engagement and active learning through a range of opportunities in line with the statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 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 4 specific areas:

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

Children start phonics learning as soon as they enter school. We use the BUG CLUB phonics programme.

5. Enabling Environments

The F2 environment is carefully set out to ensure all areas develop the independence, resourcefulness and curiosity of the children. This includes learning in the outdoors. Classrooms have a designated Maths, Writing, Role Play and Reading area. There are always places for children to develop their physical skills as well as use their imagination and learn about their world.

6. Teaching And Learning

Teaching is based around termly themes and quality texts with a strong emphasis on developing oracy skills. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. The Development Matters document is used to plan next steps in line with the age and maturation of children in the class.

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Each area of learning and development is implemented through planned, purposeful play, 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.

Staff also consider 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, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Children access three Adult led whole class inputs and daily whole class Phonics input.

We use White Rose for Maths learning, supplementing with NCETM materials and a focus on the NUMICON manipulatives.

As children grow older, 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 1.

7. Assessment

At Standhill Infants, ongoing assessment is an integral part of the learning and development processes. 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.

We undertake the NFER baseline assessment within the first 6 weeks of children starting.

We also undertake a school baseline to more closely identify starting points.

We assess throughout the year measuring progress toward the ELG.

Running records are used to establish readiness in reading for the next book band.

We assess and track for phonics in an ongoing context as well as termly formal assessments.

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.

8. Home Links

We recognise that children learn and develop well when there is a strong partnership between the school and parents and/or carers. At Standhill we ensure we are open and available to talk to parents about their children daily.

- Specific children have meet and greets and home school diaries.
- We share celebrations, sending home stickers and certificates and parents send in our special Standhill speech bubbles to let us know about children's achievements at home.
- We share a weekly Family box where each child gets a turn bringing in things important to them and talking about themselves and family.
- Reading Pups go between home and school.

- The school holds expectations meetings.
- Parents are invited to Celebration afternoons as well as other school events.
- Parents are invited to attend curriculum events.
- There are two Parents Evenings a year.
- Parents receive a written report at the end of the academic year.

9. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

R Randall EYFS Lead

Sept 23

review July 26