



Early Years Foundation Stage Policy (November 2024)

Foundation Stage at Aiskew, Leeming Bar CE Primary School

Aims and Vision

At Aiskew, Leeming Bar CE Primary School our vision, **“Rooted in love and growing together to become lifelong learners.”** guides us in all that we hope to be, enabling every member of our school family from the very youngest to the oldest, to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and wisdom needed to succeed in life.

Every child deserves the best possible start in life and support that enables them to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A safe, secure, healthy 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. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents/carers, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their care. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. At our school, we will:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of every child, including children with additional needs.
- Provide a deep, rich, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Enrich the development of talk and language linked to all areas of learning by sharing a wide range of vocabulary.
- Provide opportunities for pupils to develop personally, socially, emotionally, spiritually, physically and creatively.
- Respond to children's own interests, supporting and challenging them with a flexible learning approach.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.

- Enable choice and decision making, fostering independence and self-confidence by encouraging pupils to problem solve.
- Work in partnership with parents/carers and value their contributions irrespective of background.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.

The Early Years Foundation Stage is based upon four principles:

A unique child

- We understand and observe each child's development and learning, assess progress, plan for next steps.
- We support children to develop a positive sense of their own identity and culture.
- We identify any need for additional support.
- We keep children safe.
- We value and respect all children and families equally and work closely with parents/carers to foster parental involvement and partnerships.

Positive relationships

- Positive relationships are calm, happy and stimulating and foster a sense of belonging.
- We are sensitive and responsive to the child's needs, feelings and interests.
- We are supportive of the child's own efforts and independence.
- We are consistent in setting clear boundaries and have high expectations.
- We assign a key person to each child.

Enabling Environments

- We offer stimulating and high-quality resources, relevant to all the children's cultures and communities.
- We provide rich learning opportunities through play and playful teaching both indoors and in our outdoor spaces.
- We support children to take risks and explore.
- We provide a provision rich in language, vocabulary, knowledge, skills, attitudes and experiences necessary to be Key Stage 1 ready and achieve a good level of development.

Learning and development

- We recognise that children develop in individual ways and at varying rates.
- The EYFS framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.
- We teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.
- We build secure foundations through independent learning opportunities within our continuous provision, enhanced provision and routines.
- We foster the characteristics of effective early learning
 - Playing and exploring
 - Active learning



- Creating and thinking critically.
- We secure foundations through well planned adult-led teaching to effectively develop basic skills in reading, writing and maths and to ensure children are ready for Year 1, as well as promoting provocations to develop 'In The Moment Planning.'
- We use the Read Write Inc. programme for phonics, reading and writing.
- We use Mastering Number, Number Blocks and White Rose Maths for maths development.
- We build secure foundations of knowledge and understanding of the school community, cultures, natural world and expressive arts through thoughtful sequencing of content in adult-led projects, topics, sustained challenges and enquiries, special events and themed days, linked to core texts from CLPE and Talk Through Stories.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians and staff work effectively together to support the learning and development of the children in their care.

Intent

Our intent is to ensure that our pupils leave Aiskew, Leeming Bar CE Primary School feeling confident with a range of knowledge, skills and wisdom to become successful lifelong learners, alongside a sense of belonging to a loving, extended school family.

We recognise that children come to school with a range of experiences. Despite this, through our inclusive nurturing approach, we aim to inspire all children to be lifelong learners. In order to achieve this we are a Building Learning Power school which supports children in becoming effective, independent learners. We recognise that we need to give our pupils a wide range of experiences which encourages them to question, make links, distil information, notice and reason in order to effectively develop and deepen their knowledge across the curriculum. We recognise children's prior learning, provide first-hand learning experiences, allow the children to develop resilience, have a good understanding of their meta-learning and work in collaboration with others whilst ensuring that they feel included, secure and valued.

This is taught to all pupils through a mix of play and adult-led activities. It fits beautifully with the EYFS curriculum because here children are taught by developing characteristics of effective learning through the three areas of:

- **Playing and exploring:** finding out and exploring; playing with what they know; and being willing to 'have a go'; fostering their curiosity and imagination whilst having fun.
"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."
- **Active learning:** being involved and concentrating; keeping trying; and enjoying achieving what they set out to do.
"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."

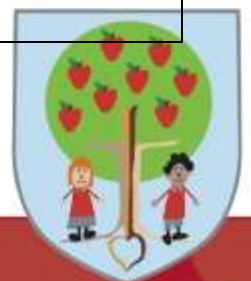


- **Creating and thinking critically:** having their own ideas; making links; and choosing ways to do things, problem solving.
"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

We believe that in order to help children to be effective learners and remember more, we use Bloom's Taxonomy throughout school as a way of effectively deepening children's understanding. Children are introduced to this in EYFS through the Characteristics of Effective Learning. This hierarchical structure links well with the Characteristics of Effective Learning and therefore links the EYFS curriculum to the curriculums taught in Key Stage 1 and 2.

The table below shows how Bloom's Taxonomy links to these characteristics.

Characteristics of Effective Learning	Building Learning Power	Bloom's Taxonomy
Finding out and exploring	This links to the Cognitive and Emotional Mind Noticing: really sensing what's out there Questioning: playing with situations Imagining: using the mind's eye as a learning theatre Capitalising: making good use of resources Making links: seeking coherence, relevance and meaning	Remember: Can the student recall or remember the information?
Using what they know in their play	This links to the Cognitive Mind Making links: seeking coherence, relevance and meaning Capitalising: making good use of resources Reasoning: thinking rigorously and methodically	Remember: Can the student recall or remember the information? Understand: Can the student explain ideas or concepts? Apply: Can the student use the information in a new way?
Being willing to have a go	This links to the Emotional Mind Perseverance: stickability; tolerating the feeling of learning	
Being involved and concentrating	This links to the Emotional and Social Mind Absorption: flow; the pleasure of being rapt in learning Managing distractions: recognising and reducing interruptions Collaboration: the skills of learning with others	
Keeping on trying	This links to the Emotional and Social Mind Perseverance: stickability; tolerating the feeling of learning Interdependence: balancing self-reliance and sociability	
Enjoying achieving what they set out to do	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way?
Having their own ideas	This links to the Strategic Mind Planning: working learning out in advance	Apply: Can the student use the information in a new way?



	Revising: monitoring and adapting along the way	Create: Can the student create a new product or point of view?
Using what they already know to learn new things	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources	Apply: Can the student use the information in a new way?
Choosing ways to do things and finding new ways	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources Planning: working learning out in advance Revising: monitoring and adapting along the way	Analyse: Can the student distinguish between the different parts? Create: Can the student create a new product or point of view?

Implementation

In EYFS, there are some teacher-led activities for example phonics and maths however as much learning as possible is based around play and follows the children's interests: we adopt the In The Moment Planning approach. In order to ensure our pupils attain their Early Learning Goals, EYFS staff skillfully create provocations, both within the classroom and in our beautiful outdoor space to stimulate children's curiosity and learning in the 7 areas of learning. Due to our small numbers, we are able to adapt all our learning activities to be specific to the individual child's needs and next steps. We get to know our families and pupils well and use their interests and knowledge to support and inspire their understanding of themselves and their emotions, our local community and beyond.

The EYFS curriculum comprises of three prime areas which 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:

- **Personal, Social and Emotional Development**- involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings and behaviour; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical Development** - provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement with both gross and fine motor skills. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food and self-care.
- **Communication and Language** - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

These prime areas are strengthened and applied through four **specific areas**:



- **Literacy** - development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** - involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** - involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment (natural world).
- **Expressive Arts & Design** - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All areas are delivered through a balance of adult-led and child-initiated activities. Early Learning Goals (ELGs) define expectations for the majority of children to reach by the end of their Reception Year. Age related small steps are also clearly defined.

We provide our pupils with a safe, stimulating environment that allows them to discover, be challenged, consolidate their learning and achieve their very best whilst development resilience, independence and emotional security. 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 members of staff who work in the Foundation Stage are involved in this process. Planning within EYFS is based around the children's interests and school provocations. To support planning, we share ideas from the non-statutory guidance for Reception children in Development Matters alongside our own expertise and knowledge specific to our own children.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. This covers all aspects of language development and provides the foundation for literacy skills. Our children are encouraged and supported to develop competence in speaking and listening, being able to pay careful attention to what is being said and responding appropriately.

- In Reception, we use Talking Through Stories (an additional part to RWI) to explore key vocabulary and understanding of story. We may also use the stories linked with CLPE's The Power of Reading to explore stories further. Children also discuss the key questions in their RWI books.
- EYFS pupils experience BLAST, NELI and Talk Boost as targeted interventions to promote language development.
- Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas.



- They are encouraged to take part in class activities such as participating in music sessions (using the Charanga scheme of work), working with puppets, saying rhymes, singing songs together and participating in assemblies and school performances.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Our children are given opportunities to move to music, use equipment, develop and practise their fine and gross motor skills. They develop an increasing understanding of how their body works, what is needed to be healthy, active and how to take care of themselves.

- This is done both indoors and outdoors and by working with a wide range of resources and equipment in weekly hall and daily outdoor provision sessions with a specialised PE teacher.
- Children experience cooking which develops their knowledge of healthy food choices, awareness of risk assessment and safe handling and use of equipment, which progressively become more challenging to control.
- We use a variety of programmes to develop fine and gross motor skills in readiness for handwriting: Dough Disco and Squiggle Whilst you Wiggle.
- We follow the RWI handwriting phrases, to hold a pencil and form letters correctly.
- We encourage and support children to manage their own basic hygiene and personal needs successfully, including brushing teeth, dressing and going to the toilet independently.
- Pupils also get to experience Forest School activities on a regular basis as one of our EYFS practitioners is an accredited Forest School Leader.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- Children are encouraged to show understanding of their own feelings and set and work towards goals.
- Children are encouraged to respect; explain the reasons for rules, know right from wrong and behave according to our school's Golden Rules and our 8 Christian values.
- They are supported to be confident to try new activities, show independence and resilience and persevere in the face of challenge.
- Children are encouraged and supported to share, take turns and co-operate with others, forming positive attachments to adults and friendships with peers.
- They are encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are encouraged to use a feelings chart to show how they feel.
- Children will meet local people who help us, who inspire and motivate them to become caring and respectful to others.
- Children will learn about other cultures and beliefs through stories.
- Children's behaviour is celebrated and praised by all members of staff and children's peers.



- In Reception, we all attend a weekly Celebration Assembly when we are ready to join the rest of our school family.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- We use the Read Write Inc. synthetic phonics programme from Reception to Year 1 to teach children to learn to read and write single sounds and digraphs, decode and read words speedily, learn tricky words and write simple sentences with plausible spellings and spell some common exception words.
- Our children read books at school and home which match their phonic knowledge.
- We start by teaching Set 1 in a phonics lesson which then builds on to Red Ditties, then Get Writing daily sessions. Their learning includes: new phonic sounds, paired reading, questions about the story, spellings, handwriting, dictation and build a sentence activities.
- We have a variety of resources and games for the children to use to help them develop early literacy skills within continuous provision.
- Children are encouraged to use the mark-making areas indoors and outdoors independently.
- We encourage children to treat books with respect and children's love of reading is developed through many opportunities to enjoy fiction, poetry and non-fiction books in the book corners and in other areas of provision by themselves and with their peers and to listen to stories and rhymes read aloud by adults.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities, using and understanding vocabulary and language in the development of simple mathematical ideas. We want pupils to have a deep understanding of the composition of each number to 10, to be able to subitise to 5 and automatically recall number bonds to at least 5. We choose to teach by breaking down maths objectives into the smallest steps, so that children are secure in each new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving to enable our children to represent numbers, count reliably, recognise amounts and understand totals. We aim for children to be able to explain their thinking and how to solve a problem in lots of contexts and situations. We allow them to seek solutions, spot patterns, explore everyday objects and shapes and measurements and think about the best way to do things. We use a range of manipulatives to do this such as 5s and 10s frames; rekenreks, Hungarian 5 and 10 frames, part-whole models, Diennes, a range of 'counters' and Numicon.

- We base our teaching around the Mastering Number scheme of work and also follow the White Rose Maths scheme of work. Number Blocks are also used. Key basic skills objectives are used to develop progression steps in Numeracy and consistently use familiar concrete and pictorial representatives to aid visual understanding of concepts.



- Our EYFS have fully equipped and stimulating maths areas for independent and adult led learning both inside and outside, though they are encouraged to take equipment to where they need it rather than only use it in one place.
- Maths play and understanding is developed in all other areas of provision indoors and outside, in particular, sand and water play; malleable, construction and role play areas, cookery and physical development sessions; and through daily routines and key focus story books.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We have thoughtfully sequenced the content of our EYFS curriculum, to build upon our children's starting points and needs, to develop their knowledge and understanding of the world around them.

- We use our stimulating and relevant child-centred provocations to develop knowledge, understanding and key vocabulary related to people, places and cultures, the natural world and environment and technology.
- Children will explore and understand their world through carefully selected books, songs, visual aids, high quality resources and interactive, technology resources.
- Key areas of continuous provision are the investigation, technology, construction, small world, sand and water and role-play areas in developing understanding of the world.
- Daily routines and visual timetables will support children's understanding of time, the weather and seasons throughout the year.
- Our children will explore our school grounds and experience trips to local places, including the local church, shops and parks. We will experience going on a local walk.
- Where possible, we will be visited by our local heroes and people who help us in the community, developing aspirations to have careers and jobs in the future.
- Children will explore and understand their natural world and how it changes throughout the year using our outdoor environment and gardening activities.
- We will focus on our children's own lives and family, important events and celebrations to develop an understanding of passing of time and important people and cultures.
- We will celebrate our children's cultures and religious events and encourage them to share photos and their experiences with their class peers.
- We will teach children British Values through our local community and culture, important national events and famous people, and our daily routines.
- All our achievements and experiences outside of school and in the local community are celebrated and discussed in circle times, celebration assemblies and WOW moments.
- We will learn about places near and far and imaginary places through stories and through children's own travels, knowledge and experiences. Children will be encouraged to record their understanding through making simple maps and plans.
- We will provide high quality technology resources for children to access in continuous provision. We use the interactive whiteboard, iPads and coding equipment for children to explore and challenge children's problem solving skills.
- Pupils have adult-led sessions following the Understanding Christianity and RE Today units of learning.



Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Children play tuned and untuned instruments in adult led lessons (using the Charanga scheme of work) and in independent continuous provision, where they can select, create and combine sounds from the music areas. Children listen to a piece of music of the week to discuss the instruments they can hear, the pulse, the dynamics and tempo of the music and how it makes them feel. Children are also taught key art design technology skills following the Kapow Art and Design and Design Technology schemes of learning. Children can then continue with these skills in their continuous provision.

- We provide creative and construction areas where children are encouraged to select resources independently, explore a variety of media and materials creatively, experiment with wooden blocks, Duplo, Lego, paints, clay, modelling materials, crayons and chalks and think of their own ideas. They are encouraged to challenge themselves to join materials using different techniques and tools to create design and technology models, fabric projects and artwork.
- Outdoors children experience woodwork skills.
- We explore key artists and learn their about their use of colour, techniques and paintings and artwork.
- Adult-led activities develop children's basic skills in using tools, mixing colours, drawing and forming shapes and creating planned artwork inspired by and linked to our core text illustrations, characters and themes.
- We provide stimulating and engaging role-play areas.

Assessment

Assessment plays an important part in informing us about our pupils' progress so that we understand their needs and can plan activities with the necessary support. Throughout the year, pupils are assessed formally and informally in order to monitor their strengths and emerging learning and development needs and interests. We make regular assessments of pupils' learning and we use this information to ensure that future planning reflects identified needs. Assessment in EYFS takes the form of recorded observations (through the use of 'Seesaw') and this involves the teacher and other adults as appropriate. These observations are used to inform future planning. In our interactions with children, we respond to day-to-day observations about their progress and observations that parents and carers share.

During the summer term in Reception, the Early Years Foundation Stage Profile is completed and each child's level of development is assessed against 17 Early Learning Goals. We evaluate whether children are meeting expected levels of development or not yet reaching expected levels of development (emerging). The EYFS Profile provides a well-rounded picture of each child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. At the end of the EYFS year, we report to parents on their children's achievements in Characteristics of Effective Learning as well as the Early Learning Goals.

The statutory Reception Baseline Assessment (RBA) is administered in the first six weeks of the Reception year and this assesses pupils' early mathematics, literacy, communication and language. The main purpose of the RBA is for comparison with Key Stage 2 outcomes 7 years



later however we find the summary provided by the RBA an important evaluation of children's starting points and staff use this (amongst other types of assessments) as a tool to plan for targeted interventions.

We are aware that on entry, our pupils' language skills are often low therefore we also carry out a NELL assessment and complete its subsequent intervention.

Intimate Care

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 after using the toilet and changing underwear following an accident. 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. Please also see intimate care policy.

Outdoor Learning

The environment outdoors, plays a key role in enabling and extending children's learning and development and can bring new and exciting challenges for our children.

When planning for outdoor learning we will:

- Use the outdoor space as a natural resource for learning.
- Provide the opportunity for children to access the outdoor area on a daily basis.
- Ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.
- Ensure the outdoors offers children the opportunity to develop their gross motor skills.
- Encourage the children to respect the outdoor environment and care for living things.
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors.
- Give children the opportunity to work alone or in collaboration with peers or adults.
- Teach the children to use tools safely and appropriately.
- Provide children suitable footwear for wet weather.
- Develop health and wellbeing (PD, PSED) understanding nature and growing opportunities.
- Ensure opportunities for all.
- Conduct a risk assessment each day ensuring the area and resources are safe.
- Be mindful of safety whilst outdoors and if they feel safety is compromised in any way they must report it to the EYFS Lead and Designated Safeguarding Lead.
- Ensure that there is a paediatric first aider available and an adequate first-aid kit to hand in the case of an accident.
- Encourage pupils to take part in Forest School activities.



Impact

Our EYFS curriculum is deep, rich and sufficiently challenging. The content, sequencing and progression of the curriculum are carefully considered and appropriate to the needs of our pupils. As a result, pupils are happy, motivated and keen to participate in their learning. They learn effectively through playing and exploring, learning through doing and thinking creatively. Pupils access all areas of the learning environment (indoors and outdoors) which enhances their development. They develop knowledge and skills across the seven areas of learning in an age-appropriate way. Our EYFS curriculum prepares pupils for Key Stage 1 and beyond.

SEN and Inclusion

All activities are differentiated in order to meet the individual child's needs and including the provision for children's IEPs. Children receive the appropriate level of support in order to enable them to access the curriculum at their level. We try to ensure that our provision is as inclusive as possible and that a wide range of scaffolds are put in place to allow children to access all areas of the curriculum. Because school has a high proportion of EAL pupils, in addition to our SEN pupils, we feel that language is paramount importance. We therefore ensure that language is at the heart of our learning.

Challenge is evident for our more able children through the use of Bloom's Taxonomy where different tiers of questioning allow the children to progress to more challenging tasks and activities.

Leadership of EYFS

Our EYFS leader in school Mrs A Watson and Miss Ellie Burnside is the federation EYFS lead.

Our leaders monitor practice, through a range of monitoring activities in accordance with our monitoring timetable. These include a range of strategies including:

- Conference with all staff regarding learning
- Analysing data
- Monitoring the provision
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent EYFS developments such as attend training

Safeguarding

- Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. School must ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises must be securely stored, and out of reach of children, at all times. This is stored in the staffroom which can only be accessed through a key code.



- All staff members working regularly in EYFS have paediatric first-aid training.
- The EYFS Lead, Mrs Alison Watson is each child's key worker.
- Only school owned devices are used to take photos of pupils. Please see other relevant policies e.g. Child Protection Policy, Code of Conduct and Acceptable User Policy. Staff will not have their personal mobile phones in the classroom whilst pupils are present; these are to be stored in the staffroom.

Equal Opportunities

All children are provided with equal access to the EYFS curriculum and learning experience. We aim to provide suitable learning opportunities regardless of gender, ethnicity, religion or home background.

Homework and Parental/Carer Links

We encourage parents to support the work done in maths, phonics and handwriting as well as supporting school to develop a love of reading. WOW certificates are a great way of celebrating individual achievements which are completed at home or school and we actively encourage parents to share these with school regularly. School regularly share achievements with parents/carers too using the digital platform, Seesaw.

Recent reforms of the statutory framework for the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) has been reformed and there is a new EYFS framework that all schools and settings are required to follow from September 2021, (last updated Nov 2024). These national changes have been made to better support all pupils' learning and development. It is also the aim that the new framework will better prepare pupils for the transition into Key Stage 1. There are some elements of the EYFS that have not significantly changed and some that have. Below are some of the key points from the new EYFS reforms that include relevant changes:

- Early Years staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
- Pupils will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- The early learning goals at the end of reception have been changed to become more clear and easier to understand. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents/carers.
- There is an emphasis on improving pupils' language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.



- EYFS Literacy and mathematics knowledge has been adapted to better match up with the National Curriculum that starts in Year 1.
- There is no longer an exceeding judgement at the end of Reception. Pupils will instead be challenged to have a greater depth and understanding of ideas.
- Safeguarding and welfare of pupils is still of upmost priority, with a greater emphasis on the importance of good oral health and how to keep teeth clean and healthy.

Monitoring and Reviewing

It is the responsibility of the EYFS teachers to follow the principles outlined in this policy. The Executive Headteacher, Headteacher, EYFS lead and other senior leaders will carry out monitoring in the EYFS as part of the whole monitoring schedule.

This policy will be reviewed annually.

		Comment
Date adopted by School Governing Body	26 September 2022	Presented following review 27 November 2024
Date reviewed	November 2024	Reviewed by EB, AW and BS
Next review	October 2025	

