



# Early Years Foundation Stage Policy

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January 2023

Agreed: January 2023

Review Term: January 2024

## Aims

This policy intends to outline the provision for children in the Foundation Stage at Fielding Primary School, we are committed to providing a secure and happy environment for our children to learn and play. This means that we have a common responsibility to support them in achieving to the very best of their ability and in treating everyone with the respect and courtesy that the Fielding community expects.

Our aims are to enable all to become:

- successful and reflective learners who enjoy learning, make progress and achieve
- confident individuals who are able to lead safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

## EYFS Philosophy

Four guiding principles shape practice in early years settings. These are:

- *every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.*
- *children learn to be strong and independent through positive relationships.*
- *children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.*
- *importance of learning and development. Children develop and learn at different rates. This covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). EYFS Development matters 2021*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and sets the standards that all Early Years providers must meet to ensure that children learn, develop and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Fielding Primary School, we follow, the guidance set out in the Early Years Framework and seek to provide:

- quality and consistency so that every child makes good progress and no child is left behind
- a secure foundation through learning and development opportunities which are planned
- around the children's needs and interests and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## **The Early Years Foundation Stage Curriculum**

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

## **Overarching principles**

Within the Early Years at Fielding Primary School, we are aligned to the 'Seven Key Features of Effective Practice' which is part of the 2021 EYFS Development Matters. The seven areas are as follows:

### **1. The best for every child**

All children deserve to have an equal chance of success. High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. Children thrive when they experience high quality early education and care. High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

### **2. High-quality care**

The child's experience must always be central to the thinking of every practitioner. High-quality care is consistent. Every practitioner enjoys spending time with children in the early years. Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children

### **3. The curriculum: what we want children to learn**

The curriculum is a top-level plan of everything we want the children to learn in Nursery and Reception. Planning to help every child to develop their language is vital. Careful sequencing of the curriculum will help our children to build their learning over time. Young children's learning is often driven by their interests. Plans need to be flexible and continuous provision enables children to take risks with their learning and develop skills in a play-based way. Depth in early learning is much more important than covering lots of things in a superficial way.

### **4. Pedagogy: helping children to learn**

Children are powerful learners. We strive for every child to progress in their learning. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully

organise enabling environments for high-quality play. Opportunities are made available for children to invent their own play. From time to time practitioners will join in to sensitively support and extend children's learning. Children in our early years also learn through group work, when practitioners guide their learning, this is apparent during the Reception year. Weekly planning for indoor and outdoor learning environments is an important aspect of pedagogy.

### **5. Assessment: checking what children have learnt**

Assessment is about noticing what children can do and what they know. Effective assessment enables practitioners to be clear about pupil progress and any gaps children may develop and support and challenge able children during their progress within the early years. Accurate assessment can highlight whether a child has a special educational need and needs extra help. Assessments are short and play based. In our EYFS, we also have introduced a Visible Learning tool 'Percy Progress' so supports the children in key areas, helping them to reflect on their own achievements and next steps.

### **6. Self-regulation and executive function**

Within the early years we develop children's executive function skills to enable the children to; hold information in mind, focus their attention, regulate their behaviour and plan what to do next. By developing children's executive function skills, we enable the children to self-regulate their social and emotional skills. Self-regulation supports children to; focus their thinking, monitor what they are doing and adapt', regulate strong feelings, be patient for what they want and bounce back when things get difficult. Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead. To support this we use 'The Colour Monster' and Zones of Regulation resources.

### **7. Partnership with parents**

We value the respectful partnerships we develop with parents. By working in partnership with our parents, we create the opportunities for our children to thrive during their time in Nursery and Reception. We welcome and actively encourage parents to participate in their child's education and care in numerous ways, including consultation meetings, home learning, drop-ins and workshops. Parental involvement with school begins even before children start Nursery or Reception with a Home Visit from the Nursery Manager and a Nursery Teacher, or an invitation to visit the school and meet their child's Reception teacher on Move-Up day. Parents are invited to contribute to children's assessment by sending in 'Wow' notes; this information forms part of our evidence of children's learning. Parents' consultation meetings are held each term at which parents are invited to discuss their child's progress. A report for each child in Nursery and Reception is sent out at the end of the Summer term. It is important to stress that if parents are concerned in any way about their child, they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Early Years leaders. Parents are kept informed of all happenings in the school by weekly updates on the year group notice board.

## **The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development**

The Early Years Foundation Stage is a curriculum from birth to five years old, it is the starting point for all learning in school and forms the basis of our curriculum from Nursery to Year 6.

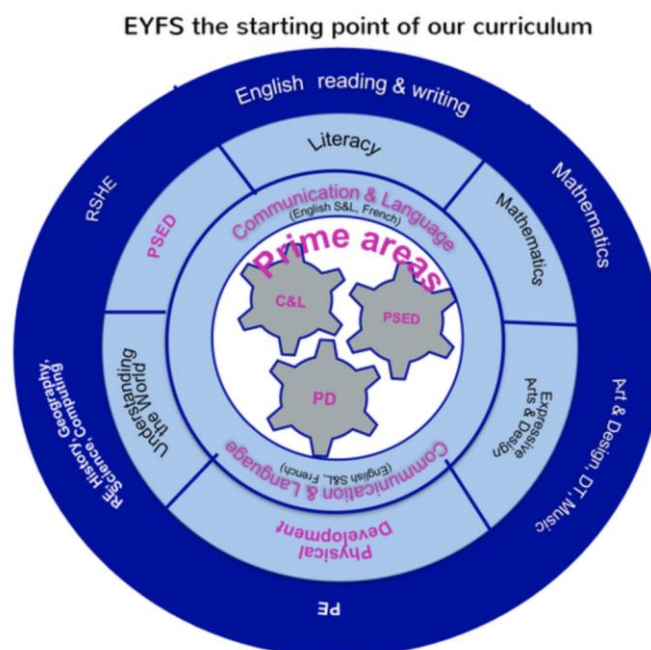
We follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning:

## Prime Areas

Personal Social and Emotional Development  
Physical Development  
Communication and Language

## Specific Areas

Literacy  
Mathematics  
Expressive Arts and Design  
Understanding of the World



The first three areas are known as the Prime Areas and the four other areas are the Specific Areas. The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

## Personal Social and Emotional Development

The school fosters and develops relationships between home, school and the local community in order to make links stronger. Children are encouraged to learn to work, share, take turns and

co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. This enables children to become confident and develop a positive self-image. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. These attributes will provide a secure platform from which children can achieve at school and in later life.

## **Physical Development**

Children are provided with opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. We plan opportunities for children to develop their gross motor skills, these provide the foundation for developing healthy bodies and social and emotional well-being. Children move to music, use a wide range of equipment and resources in our setting and during their weekly PE sessions which are taught by our specialist PE teachers. Equal opportunities are provided to develop children's fine motor control and precision, this helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. We focus on developing children's competence in speaking and listening with an aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Modelling language through quality conversations, commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, builds children's language effectively. Children are encouraged to share their own experiences through show and tell, speaking and acting out events in imaginative play and talking about their own ideas, sensitive questioning is used, that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## **Literacy**

We have a variety of resources for the children to use to help develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The prewriting work encourages correct pencil control, left/right orientation and cursive letter formation. Children develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and stories are shared and read daily to the pupils to encourage an enjoyment of reading, language comprehension and word reading skills.

## **Mathematics**

We aim for children to achieve mathematical understanding and a firm foundation for numeracy

through practical activities and by using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through Nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Children develop their understanding of subitising quantities and confidence in using the cardinal method of counting.

## **Understanding the World**

All children are given opportunities to solve problems, investigate, make decisions and experiment. They learn about living things, their environment, the world around them and the people who are important in their lives. Children learn about different countries and compare characters in stories and famous people from the past.

## **Expressive Arts and Design**

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching.

**The Characteristics of Effective Learning, which move through all areas of learning, are:**

- Playing and exploring - Finding out and exploring; Playing with what they know; Being willing to 'have a go'
- Active learning - Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do
- Creating and thinking critically - Having their own ideas; Making links; Choosing ways to do things

These characteristics of learning underpin teaching and learning in the EYFS and form part of the skills and attributes that children need to acquire by the end of their learning journey in the Foundation Stage.

## **Curriculum design**

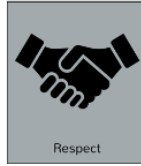
Fielding's curriculum is explicitly designed by a range of teachers who are keen to make learning relevant to children focussing on their locality. By doing this, along with the acquisition of high-quality vocabulary, children are more able to build schemata around key concepts.

Staff in the EYFS use specifically designed teaching and learning frameworks. The PIAP model used in Nursery and the teaching and learning framework in Reception support practitioners when planning, interacting, assessing and understanding how the children make progress in relation to their next steps.

## EYFS Curriculum Aims



Underpinned  
by 4 core  
values:



and



Pupils' learning is centred on their locality, community and by first-hand experience.

Children will:

Develop their communication and language skills. Listening, understanding and speaking effectively to express their needs, ideas and interests	Develop their fine and gross motor skills through their physical development. They will learn how to stay safe and healthy	Learn how to understand themselves and manage their emotions, understanding others better. They will develop a positive sense of themselves	Learn how to read and write, both through listening to others read and being encouraged to read and write independently	Become mathematicians, practising their skills in number and calculations and exploring shape, space and measure	Make sense of the physical world and their community. They will explore, observe people, cultures, places and the environment	Explore and play with a range of media and materials. Expressing their ideas and feelings through art, music, dance, role play and design and technology	Children will be active, compete in competitions and work with others in a team, learning how to be a humble winner and a resilient when they do not win	Children will learn how to live sustainably, understanding global environmental issues
Children will all have the opportunity to do this through:	Accessing high-quality English and Mathematics lessons and reading a rich selection of books	<b>Nursery &amp; Reception</b> RHSE, Values, MindUp and exploring religious figures	<b>Reception</b> Religious Education, French, Cooking, Gardening	Play based approach driven by pupils interests	Focused child observations. Focused child tasks	Music, art and other opportunities to perform	High quality Phonic sessions taught systematically following Read, Write, Inc. programme	Forest School

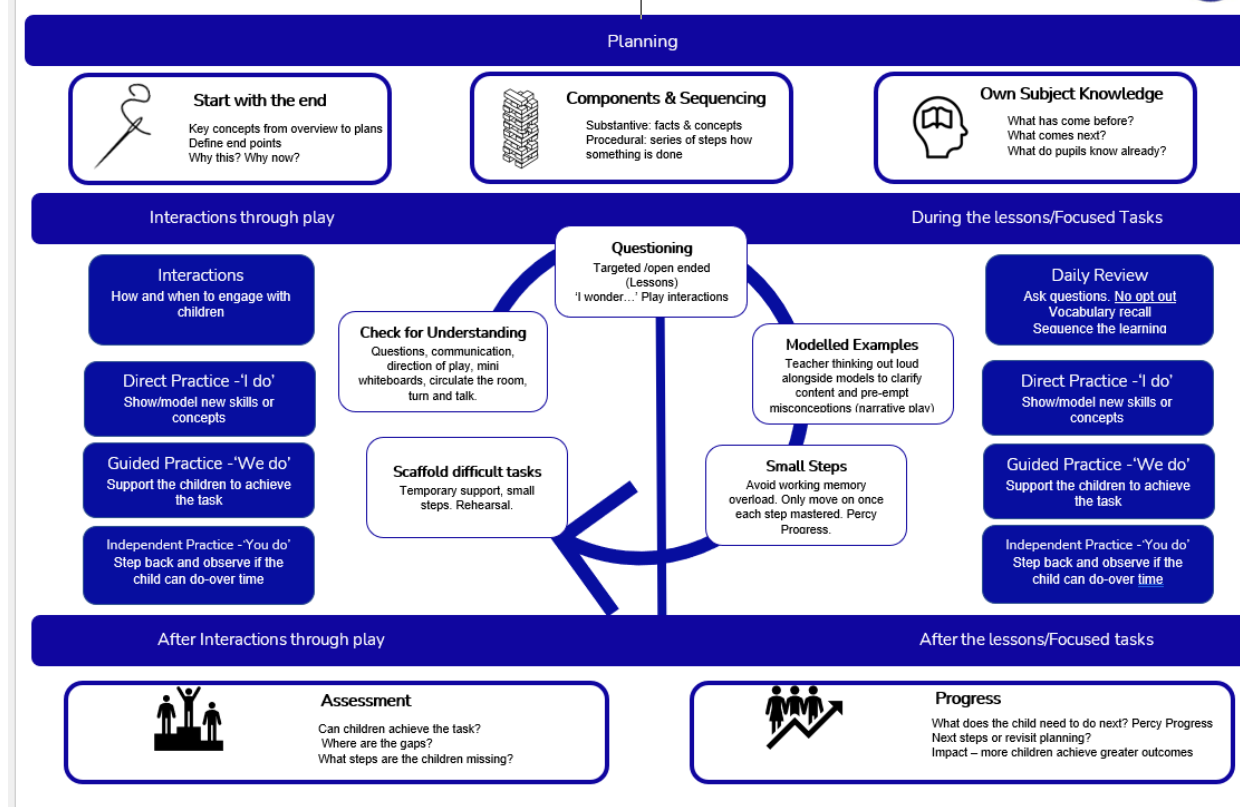
To be ready for learning in Year 1

[Downloadable version of image](#)

## Nursery: PIAP Teaching and Learning



<b>Planning</b>	 What has come before and what will come next	 What is the end point for the children?	 Check subject knowledge.
<b>Interaction</b>	 How and when to engage with the children.	<b>New material in small steps</b> Break concepts and procedures into small steps	I do... Show/model new skills or concepts. We do... Support the children to achieve the task. You do... Step back and observe if the children can do-over time
<b>Assessment</b>		<ul style="list-style-type: none"> <li>Can the children achieve the task?</li> <li>Where are the gaps in their understanding?</li> <li>What steps are the children missing?</li> </ul>	
<b>Progress</b>		<ul style="list-style-type: none"> <li>What does the child need to do next?</li> <li>Next steps or revisit in planning.</li> <li>Impact- More children achieve greater outcomes.</li> </ul>	



## Outside the classroom

The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area, EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices and become confident in taking risks.

## Assessment of children's learning

We use baseline assessments at the start of the academic year in Early Years to assess each child's starting point. This data provides teachers with the information needed to support and challenge throughout the academic year. Parents are able to view the data and progress online and it is discussed during our parent consultation meetings throughout the year. Observations and activities are also used effectively in class to assess each child's understanding of an identified area of learning.

As part of our daily practice, we observe and assess children's development and learning to inform our plans. We record our observations in a variety of ways. Everyone is encouraged to contribute, and discussions take place. Significant observations of children's achievements are collated and shared through each child's 'Learning Journey'.

### Baseline:

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teacher's are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

### EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception



- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.
- Triangulate quality of provision and inform Senior leaders and the Governing Boards decision making and priorities.

Children in Nursery and Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile/ Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development (Below)
- Expected (inline)

## **Health and safety**

Foundation Stage support staff have had either general first aid or paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. They are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken daily for all key areas and before we embark on any school outings.

## **Snack times**

During choosing time in nursery, pupils' can make the decision when to have their own snacks. In Reception pupils' have planned in snack times. Snack time is an ideal opportunity to develop and enhance the children's social skills and to support our ethos of being a healthy school with healthy snacks.

## **Inclusion**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both able children and those with Special Educational Needs are considered, and the curriculum adapted to suit all levels of ability. Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any additional need the parent will be informed at an early stage. Group and individual help are provided within the school where possible through targeted interventions. We also seek help and support from outside agencies to bring in the expertise we need for guidance and support to help the children and parents within our setting. Reception runs weekly drop-in sessions for parents who can come and work with their child in an identified area. These sessions model areas of the curriculum that the child has not grasped and provides the parents with ideas to take home.

## **Allergies**

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. Measures are in place supported by school and our school catering company.

## **Medical Needs**

We keep records of any medical needs, allergies, children who need inhalers, Piriton and epi-pens in the first aid boxes so, everyone is aware of individual needs. Parents/carers also complete a care plan online.

## Toileting

All members of staff are responsible for changing children when they are wet or soiled. Staff are provided with rubber gloves and hand wash for their protection. Children are changed in the disabled toilet by Reception or by the toilets in Nursery. Soiled and wet clothing is sent home and parents are informed if children have had an accident. For children who are experiencing toileting issues, it may be necessary for a care plan to be put in place. This is completed with the support of parents and where possible appropriate other professionals.

## Safeguarding

At Fielding we have a culture of safeguarding that supports the arrangements to:

- identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation;
- help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help;
- prevent impairment of children's mental and physical health or development;
- manage safe recruitment practices and allegations about adults who may be a risk to children;
- take action to ensure all children have the best outcomes.

Our Early Years setting safeguarding requirements are met through school's Child Protection and Safeguarding policy - 2022.

## Technology, Mobile Phones and camera use (including Early Years Foundation Stage)

Appropriate use of technology, including mobile phones, which capture photographs or video is essential at Fielding Primary School. The use of mobile phones and other recording devices such as iPads and Surface Pros does not detract from the quality of supervision and care of children. While in school practitioners are able to use their personal mobile phone during their break times or when working away from children. While working with children or in areas where children are present phones must be switched off and kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure. (See E-Safety policy for further information). Personal mobile devices should not be used in EYFS.

## Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a Move –Up day sessions to develop familiarity with the school and meet the staff. Children who start in Reception complete an 'All about me' booklet. The 'All about me booklet' informs staff about children's interests. During the Nursery Home Visits we find out about the children's interests and what they love to do.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff for a handover meeting to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. Nursery and Reception teachers and EYPs also meet to discuss those pupils who move from Fielding Nursery into Reception. These discussions help teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

## Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. Regular self-evaluation will be used to assess the impact of this policy, this includes reviewing children's outcomes and Governing Board visits.