



ENSTONE PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Aims

An Early Years education should be carefully structured within a well-organised environment, offering children rich and stimulating experiences, which build on what the child already knows and can do and what they can nearly do. All children should be valued and feel secure. No child should be excluded or disadvantaged because of their gender, culture, religion, race, family background, disability, or special educational needs.

An Early Years curriculum needs to make provision for different starting points from which the children will develop their learning and be relevant to the varying stages of children's development. The curriculum should provide planned, purposeful learning and teaching opportunities, both indoors and outdoors, and acknowledge the role played by parents in their child's education.

Enstone Primary School follows the DfE 'Statutory Framework for the Early Years Foundation Stage', at all times in its most current version. The Early Years Foundation Stage (EYFS) sets the standards that all providers must meet to ensure that children learn and develop well and are kept healthy and safe.

Learning and Teaching

Young children develop physically, emotionally, socially and intellectually at different rates, often rapidly and unevenly across the spectrum. Teaching should support and extend their learning, knowledge and understanding, and give them skills and confidence to move forward.

A young child's learning is holistic and interconnected. Children should be given opportunities to explore, experiment, play, talk, make decisions for themselves, pose questions, and co-operate with one another in a variety of environments. Play may be planned by adults or initiated by the children and sustained for a period of time. Children and adults alike should make no distinction between play and work. Adults will observe play and intervene appropriately to engage children in the learning process and help them to progress.

Admissions, induction and transfer to school

We offer full time provision for all children entering our Reception cohort. Parents may request part time provision, or it may be recommended by the headteacher/SENDCo as a short term transition measure, if there is sufficient reason to believe that this is in the best interests of the child. It is a statutory requirement that children begin full-time school the term after the one in which they are five.

Prior to children starting school, we ensure close liaison and information sharing with the relevant pre-school settings in order to make each child's entry into school as smooth as possible.

During the term before the children begin school, they visit their new class for two afternoon sessions. There is also a meeting between the Reception class teacher and parents of the new intake to answer questions and to outline how parents can help to prepare their child for school, encourage independence, what is needed for school, the daily school routine, how the curriculum for the foundation stage is delivered etc.

The Curriculum

The Foundation Stage curriculum is organised into seven areas of learning:

The three 'prime' areas:

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

The four 'specific' areas, through which the three prime areas are strengthened and applied:

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

Early Learning Goals establish expectations for most children to reach by the end of the EYFS. The EYFS document helps staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the Early Learning Goals.

The seven areas of learning support, foster, promote and develop children's learning and development. At Enstone we plan for the seven areas taking into account the children's interests, needs, abilities and diversity as well as current events and broad themes.

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.

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.

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.

Literacy development involves a broad focus on phonological development, and teaching 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.

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.

In planning and guiding children's activities, staff always reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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; and **creating and thinking critically** – children develop their own ideas, make links between ideas and develop strategies for doing things.

Children are given opportunities to explore, learn, and make sense of the world through structured play. They practise and build up ideas and learn how to control themselves and understand the need for rules. Children 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.

Activities to promote curiosity, play, learning and development are planned for both indoors and outside which encourages children to be active, enthusiastic learners. The children make their own selection of the activities on offer as this encourages independent learning.

Assessment

Assessment is ongoing. The everyday process of teaching and learning necessitates ongoing assessment for learning, as staff check on the children's skills, knowledge and understanding throughout sessions.

Monitoring the learning and development of each child will take place through regular formal and informal observations, discussion, photographs, record keeping and planned assessments.

Evidence towards the completion of the EYFS Profile is compiled on an ongoing basis. The information is also used to report on the progress in each of the seven areas of learning to parents. Additional individual records kept for children with SEND also contain observations and comments from staff.

We welcome parents' involvement in their children's education, for example through regular discussions, their contribution to the EYFS Profile held on "Tapestry", and by providing photographs and information about their children's home life, which we can build upon at school.

Progress is tracked in September, December, March and June. Information received from parents, and previous settings are used as a starting point alongside the observations made in class and specific assessment activities.

Parents are given a clear indication of their children's progress in the end of year report and the twice-yearly parents' consultation meetings

Partnership with parents

The school staff acknowledge that parents know their children best and that they are their child's first and continuing educators. The liaison between school and parents before the children start school is detailed above, in the section covering induction to school.

The school welcomes informal contact with parents, through conversation and the Tapestry Online Learning Journal. When issues arise that require longer discussion, appointments can be made with a child's key worker (usually the class teacher) or any member of the EYFS teaching staff. This is in addition to parents' evenings and reports. School newsletters keep parents informed of current issues and activities throughout the school. At the beginning of a term a topic letter is shared with parents so they can see the overview of activities across the whole term.

All parents are welcomed to be members of The Friends of Enstone School.

Parents are welcomed into school to help with trips or assist in the classroom and to share their expertise. We greatly value the time that they offer.

Equal Opportunities

The early years curriculum is accessible to all children regardless of ability, gender, culture, religion, race, family background, disability, or special educational needs.

Special Educational Needs

The school's SEND policy applies equally to the Early Years Foundation Stage.

Date Adopted: July 2025

Review Date: July 2028

Signature of Chair of Governors:



Signature of Headteacher:

