



# **Talbot Primary School**

## **Early Years Foundation Stage Policy**

**2024-25**

<b>Prepared By</b>	<b>EYFS Year Leader</b>
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## Policy Statement:

At Talbot Primary School we aim to provide a caring and happy environment, where children can learn to be independent, feel secure, welcome and valued. Early childhood is the foundation on which children build the rest of their lives so our purpose is to ensure that *'every child really does matter and deserves the best possible start in life and support to fulfil their potential'* (Statutory Framework for Early Years Foundation Stage September 2024). We achieve our aims by ensuring that our provision is a place where all children feel safe and nurtured and their experience is rewarding and enjoyable. Most importantly, we will provide an environment where all children's uniqueness is valued.

## EYFS aims:

- To provide the highest quality care and education for all our children
- To ensure a safe and motivating environment enabling children to learn
- To value the individual child and work alongside parents to help every child reach their full potential.
- To provide a strong foundation for future learning.

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- 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.
- The importance of **learning and development**. Children develop and learn at different rates.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven Areas of Learning, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors

## Context:

Our Early Years Base consists of three Reception Classes, each having a Class Teacher and the support of three full-time Teaching Assistants who are all paediatric first-aid trained. We also have 3 additional Teaching Assistants who provide 1:1 support to children with additional needs.

We are a large open plan base with a secure outdoor area which is shared across the whole Early Years Team. Our School day begins at 8:30am and concludes at 3:10pm.

## Entitlement:

At Talbot Primary School all children begin Reception in the September of the academic year of which they turn 5, unless their parent/carer wish to differ entry to January or until they are of statutory school age. In order to ensure effective transition into Reception we have a staggered approach for the first week of term and by the second week in September all children attend full-time unless in exceptional circumstances. If you have been allocated a place in our Reception classes, we will begin a series of induction processes that provide you and your child with a smooth and informative transition into our school community.

Below details an overview of the transitional processes we provide for Reception children:

Anytime	Personalised tours for families considering applying
Autumn Term	Open Evening for families considering applying for a place
June	<ul style="list-style-type: none"><li>• Parent Welcome insight into life in our Reception Base.</li><li>• Parent packs given with forms needing completion</li><li>• Children visit the base with their parent/carer</li><li>• Stay and play sessions for the children</li></ul>
July	Children invited to their new Reception Class: a chance to meet Class Teacher and friends in their class
September	Home Visit Staggered start in smaller groups to enable children to make new friends and become familiar to the everyday routines (toilets, stopping and tidying) to encourage children to feel safe and confident before starting full-time
October/March	Parent consultations
Throughout the year	Parent workshops

## The Early Years Foundation Stage Framework (EYFS)

The Early Years Foundation Stage is delivered through the framework. We pay high regard to the whole of the EYFS: The Four Themes, the Welfare Requirements and continual quality improvement. The following pages demonstrate some ways by which we deliver the Early Years Foundation Stage framework.

The 4 Themes	What does it mean to us?	What does it look like in the school?
<p><b>The uniqueness of each child</b></p>	<p>Every child is unique, they are constantly learning and can be resilient, capable, confident and self-assured.</p>	<ul style="list-style-type: none"> <li>● Recognition that children come first and are at the heart of everything we do</li> <li>● A Safe, secure environment indoors and outdoors</li> <li>● The Talbot child</li> <li>● Individualised online learning Journals</li> <li>● Provision that is meaningful and inclusive for all learners</li> </ul>
<p><b>The importance of positive relationships</b></p>	<p>We create secure and caring relationships with all our children so they can learn to be strong and independent. This is alongside respectful and open partnerships with parents and carers.</p>	<ul style="list-style-type: none"> <li>● Working in partnership with parents and carers providing workshops.</li> <li>● Parent consultations</li> <li>● Home visits</li> <li>● Open door policy</li> <li>● Drop in reading sessions</li> </ul>
<p><b>High quality enabling environments</b></p>	<p>Children learn and develop well in our high quality learning environment. Our indoor and outdoor area challenges, stimulates and supports our children. We provide opportunities for all children to engage in activities that are child initiated or adult supported.</p>	<ul style="list-style-type: none"> <li>● Rich, high quality resources indoors and outdoors.</li> <li>● Large Outdoor space with specific areas available daily</li> <li>● Forestry school</li> <li>● Swimming pool</li> <li>● After school clubs</li> </ul>
<p><b>The importance of 'play' in learning and development</b></p>	<p>Children learn in different ways and at different rates. Play stimulates, motivates and entices children to explore and learn in a fun way. It underpins all development and learning for young children.</p>	<ul style="list-style-type: none"> <li>● Child initiated learning, where children's ideas are explored</li> <li>● Adult support to meet the developmental needs of all children</li> <li>● Carefully planned activities to meet the children's needs and interests</li> </ul>

## The Early Years Foundation Stage Framework

We plan an exciting and challenging curriculum based on the Educational Programmes set out in the EYFS and our observations of children's needs, interests, and stages of development across the seven areas of learning. This enables children to develop the knowledge and skills to be prepared for KS1.

All seven areas of learning and development are important and interconnected.

The prime areas are fundamental to a broad and balanced base of learning for children and are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1.

Personal, Social and emotional development	<ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Fine Motor</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Listening and Attention</li> <li>• Understanding</li> <li>• Speaking</li> </ul>

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

Literacy	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Reading</li> <li>• Writing</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, culture and communities</li> <li>• The Natural World</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative and Expressive</li> </ul>

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

Characteristics of Effective learning	Skills being developed
Playing and Exploring	<b>Engagement</b> – Independent choices, pretending, taking a risk, finding out, being willing, having a go, connecting known ideas
Active Learning	<b>Motivation</b> - goal directed behaviour, fascination, persistence, resilience, enjoyment, concentration, focus
Creative and critical thinking	<b>Thinking</b> - creating ideas, problem solving, adapting , selecting resources, reviewing ideas and changing strategy,

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

## Planning in the EYFS:

Long, medium and short term planning are based on a series of topics which offer experiences in all seven areas of learning. We use a Base Line to identify all children's start points and then personalise our curriculum to meet their individual needs. The children are given opportunities to share their ideas and interests with us. These ideas are used to inform short term planning but remain flexible to allow for unplanned circumstances and the children's response to the topic. We continually observe the children's learning to identify any areas of need to ensure that children's individual 'Next steps in learning' and personalised learning needs are met.

Planning documents reference:

- A broad range of assessments that identify children's needs
- The Early Years Foundation Stage Framework, including The Characteristics of Effective Learning
- Little Wandle Phonics Scheme
- NCETM (Number Masters)
- White Rose Maths
- Literacy Tree
- Stormbreak PHSE Programme
- Drawing Club

## Child Initiated Learning:

Child Initiated Learning empowers the children to make their own decisions about how best they learn, their likes and dislikes, and develops co-operation and collaborative learning – all important life skills for the future. Opportunities for children to access and enhance their knowledge in all of the above curriculum areas is continually available in classrooms, shared zones and outdoors, as well as through guided adult led and child initiated sessions. The Early Years Foundation Stage Profile Handbook defines 'child initiated' as "the action of a child choosing to extend, repeat or explore an activity. This activity may or may not have been introduced or prompted by an adult. It is the child's innovation within the activity, which is important, and an adult may be present to scaffold ideologies of learning but not directive. This time is carefully planned to ensure that the learning reflects both the project being covered and the children's interests. Choices are monitored to ensure breadth of learning opportunities accessed by individual children. The adults interact sensitively with children to support their thinking and learning.

## Observations and assessment:

As part of our daily practice at Talbot Primary School, we conduct informal, ongoing assessments of all children throughout the year. Observations of children's achievements are collated in their own personal Learning Journals, showing photographs which build up the unique Learning Journey of each child's development. Alongside this, teachers collate assessments using:

- Family consultations
- 2-year check
- On entry school assessments as well as Statutory Baseline Assessment

- Phonics tracking system
- Targeted Pupil Progress meetings
- Maths tracker for key development concepts
- Reception end of year EYFS profile that is reported to parents with next steps

To reflect the whole child parents, carers and lunchtime supervisors are encouraged to contribute to acknowledge children's achievements at home or in other areas of the school day.

## RECEPTION BASELINE ASSESSMENT (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. It assesses children in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. This data will be compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. The data collected and produced from the assessment is stored in the National Pupil Database (NPD), including numerical scores, it is not shared with external bodies, including schools, teachers, pupils or parents/carers.

## Early Years Foundation Stage Profile

In the final term of the Reception year, the EYFS profile is completed for each child. This provides parents and carers, practitioners and teachers with a well-rounded summary of every child's development and learning achievements and readiness for Year 1, it also includes whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses practitioners' knowledge and professional judgement of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

- 1 = Emerging ELG – not yet meeting the expected levels
- 2 = Expected ELG – meeting the expected levels of development

Year 1 teachers must be given a copy of the Profile report, enabling a dialogue between Reception and Year 1 which will assist in the planning of learning in the next academic year.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements. This data is also collected by HET.

## SAFETY

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and the following of set procedures when children become ill or have an accident.

## INCLUSION

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents and outside agencies.

## **SAFETY INCLUDING SAFEGUARDING AND WELFARE REQUIREMENTS**

The safety and welfare of our children is paramount at Talbot Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Learning Journal observations) and children must be appropriately dressed in photographs.

Talbot Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Talbot Primary School. Backing up this policy is a dedicated safeguarding team which includes 7 Designated Safeguarding Leads, Duncan Johnstone, Kate Curtis, Tracey McDonald, Ross Browne, Chris Brown, Mikey Saunders. Staff have access to the 'My Concern' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

### **The role of parents and carers:**

We are committed to involving the parents and carers in their child's development in school and recognise the central importance of parents/carers as children's first educators. We welcome and actively encourage parents/carers to participate in their child's development in numerous ways:

- Hold information evenings before the children start school
- Send home Phonics and tricky words to share learning
- Inviting parents/carers to consultations in the Autumn and Spring term to discuss how their child has settled and share progress
- Use an app called 'Class Dojo' to celebrate their child's successes and share what they have been/will be learning in school
- Welcoming parents/carers into our school as volunteers

- Provide parent/carer workshops demonstrating how to support your child to read, write and problem solve
- We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences

### **Transitions to Year One**

Our EYFS and Year one teams are closely linked to ensure that children's transitional journeys into year one are gradual, supported and individualised. Information is shared on every child's developmental skills as well as their academic levels.

### **MANAGEMENT ARRANGEMENTS**

The EYFS Leader in conjunction with the Head Teacher is responsible for reviewing the effectiveness of this policy.

All Staff are responsible for implementing procedures outlined in this policy.

### **DISSEMINATION OF THE POLICY**

The policy will be given to all members of staff and copies will be available for parents, including via the school website.