

YAPTON C. of E. PRIMARY SCHOOL



'I have come in order that you might have life - life in all its fullness'
John 10:10

Early Years Foundation Stage Policy 2024

Approved by the Governing Body : Autumn Term 2024
To be reviewed: Autumn 2025

1. Aims

This policy aims to ensure:

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

2. Legislation

This policy is based on requirements set out in the Early Years Foundation Stage Statutory Framework which was updated in October 2024 and is effective from November 2024. In addition to this we use the Development Matters non statutory guidance which was revised in September 2023 for the early years foundation stage document to support and compliment the framework.

3. Structure of the EYFS

Currently within our school community we have a Pupil Admissions Number (PAN) of 45 children which means we have one and a half classes for our Early Years children. This year we have two classes of reception children, Lewes and Camber.

4. Curriculum

Our EYFS classes follow the Early Year Statutory Framework 2024 alongside the Development Matters 2023. The curriculum which has been developed is a progressive model and has been developed to enable the teachers to refer to the Framework and Development Matters as checkpoints – not as a checklist.

The EYFS Framework includes 7 areas of learning and development that are equally important and inter-connected. However, the 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

The aim of our curriculum is to develop children’s curiosity. The children design and create their own play opportunities through the adventure kingdom. Through adult interactions and interventions the learning begins with where the children are working academically and is challenged and supported when appropriate. The promotion of a love of learning which is purposeful and enriching is embedded in the curriculum we have developed.

In planning and guiding the children’s learning, practitioners reflect on the different rates at which children are developing and adapt their teaching and environment appropriately.

At Yapton C. of E. Primary School we encourage our children to know what it is to be an effective learner. We have introduced characters to help the children think about the Characteristics of Effective Teaching and Learning. We also include one more area of learning, Jessie Super Helper this supports our THINK values which are so strongly reflected in all we do at school and at home.

Characteristics of Effective Teaching and Learning



Buzz the Explorer - playing and exploring - children investigate and experience things, and ‘have a go’.



Bullseye the Active Learner- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.



Woody the Thinker - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Jessie Super Helper – children demonstrate sharing physically and through their ideas, they show an empathy towards others.



Slinky Challenge – Children and adults challenge learning.

These characters are displayed in the classroom and outside and are referred to by the adults and children.

4.1 Planning

We have planned a curriculum for Early Years which provides a solid foundation for the learning which will take place in Year One and further throughout the school. There is a balance between teacher led and child led learning opportunities. Through our careful planning we are able to ensure that our children receive a language rich, holistic and rounded curriculum that empowers them to be able to live life in all its fullness. We plan specific learning tasks for the children in the morning which include Phonics, Writing and Maths. These structured learning opportunities are focused on specific skills which enable the children to feel confident when embedding these skills in their self-initiated play. Through our continuous assessment of the children we are able to effectively plan the next steps for each child enabling them to make progress towards the Early Learning Goals. We have created a balance of planning in the moment and adult led planning to meet the needs of the children in our school, challenging and scaffolding the learning and curiosity of our children.

4.2 Teaching

The teaching in our Early Years classes begins with a great emphasis on the teaching of phonics using our phonics programme Just Read. This is then enhanced and applied in our planned English Learning Journey. We use White Rose Maths to provide a scaffold for our maths teaching. Each learning journey begins with a hook so the children are immersed and engaged in the new learning experience. English and Maths are focussed adult-led teaching where the teacher is modelling the learning for the children. Opportunities to embed and use the new skills are planned within the teacher led lessons. We encourage our Early Years children to become independent learners providing support and scaffolding when this is required, we encourage our children to make mistakes and provide the children with the opportunity to make adjustments and learn from these. The enabling environment provides the opportunity for the children to engage in their own self-initiated learning. The environment is integral developing the children's imaginations, independence and curiosity. Our outdoor learning environment is available throughout the day and reflects the practice happening inside the classroom. The children are encouraged to follow their own interests and develop their physical stamina and abilities.

5. Assessment

At Yapton C. of E. Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. We track the children using Classroom Monitor. This informs the children's next steps and where we can offer support or challenge. We use the Development Matters guidance to inform our assessments.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between teachers, support staff and parents and/or carers.

A parent and teacher meeting is in the first half term.

Parents are informed weekly about the teacher led learning which has been focussed on in school.

Parents and/or carers are also kept up to date with their child's progress and development. Through termly learning review meetings and an annual written report in February.

Parents are invited into school every half term to celebrate the children's learning in a Time to Shine event across the school.

An open door policy where the class teacher is available at the beginning and end of the day allows parents to approach is they need to.

We provide Open Mornings throughout the Autumn Term to show prospective parents and children around the school. These are held on a Saturday as we encourage the whole family to attend and share the experience together. Through these visits the parents are guided around the school by a member of the Senior Leadership Team or Early Years Teacher. This enables us to develop a relationship with the parents and/or carers from the moment they email or phone the school to book an appointment and when they initially visit the school.

7. Transition

Providing a structured and supportive transition into school is fundamental. When we know the exact children who are going to be joining us in the September, we welcome the child into the school and begin engaging with the child by providing a communication through email. We invite the family to a brunch event held on a Saturday to enable us to really get to know the children and families. We offer a stay and play for children and parents on a transition day. Again, this is another opportunity for the families to visit the school and meet the senior leaders, teachers and learning support staff who will be working with the children. Families are encouraged to ask questions and share any information with the staff. The Early Years Teachers will also make contact with the children's nursery or pre-school providers to ensure that any relevant information is shared. In the September we provide a 'settling in' period for the children. This is a blend of attendance in the mornings progressing onto staying for lunch. This is then extended to staying for the duration of the school day.

Our Early Years practice is evident throughout Key Stage One. When the children are going to embark on their next journey into Year 1 we ensure that they are familiar with the new staff who will be working with them this is through spending time with them in their current and new classrooms. Opportunities are provided for the teachers share relevant individual information about the children both academically and socially. The structure of the day is the same in Year 1 as it is in Early Years and continuous provision is fully embedded. Our Time to Shine books continue in Year 1 and Year 2 because we value the learning that the children initiate independently away from the point of teaching. The children will be using the environment outside of the classroom and have access to water, sand and a mud kitchen. The environment is reflective of the Early Years Classroom with encouraging independent learning throughout the day.

8. Safeguarding and Welfare

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

9. Monitoring arrangements

This policy will be reviewed and evaluated by the Headteacher and Early Years Leader every year. After every review, the policy will be approved by the Governing Body.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding and Child Protection Policy
Procedure for responding to illness	See Health and Safety Policy See First Aid Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions in School Policy
Emergency evacuation procedure	See Health and Safety Policy See Fire Emergency Plan
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See complaints policy