



## **Biggin C of E Primary School**

Achieve Believe Care

### **Early years Foundation Stage (EYFS) Policy Statement**

#### **May 2022**

The Foundation Stage applies to children from three years of age to the end of the Reception year. In our school, this relates to the Reception children who are in a mixed age class with Key Stage One children.

This stage in the child's education forms the foundation to a successful transition to starting to work within the National Curriculum in Year 1.

Our Early Years Curriculum will be determined by the needs of the children entering school and consistent with the values and vision of the school. It will be ambitious for all and seeks to provide the best for each child.

Early Years Provision in our school must reflect that

- All children deserve to have an equal chance of success
- High-quality education is good for all children and especially for those from disadvantaged backgrounds
- School needs to work to ensure that any gaps for disadvantaged children compared with their peers are closed
- School needs to work to identify children starting school with special educational needs and disabilities (SEND) quickly and ensure they receive the help they need

The Early Learning Goals set out what is expected of most children by the end of their first year in school.

Aims:

To provide a carefully planned and structured early years curriculum with rich and stimulating experiences

To ensure that provision and practice reflect the differing needs, interest and cultural background of the children

To provide equal access to the Early Years curriculum by providing opportunities for all children to succeed in an atmosphere of care, where they are valued

To manage carefully and sensitively the transition between home and school, building on their pre-school experiences

To create positive relationships between parents and school for the benefit of the child

To encourage a positive attitude to learning

To assess children's learning throughout the early years

To take account of latest thinking and best practice concerning child development and learning in the Foundation Stage.

Teaching and Learning:

To be effective, an Early Years curriculum should:

Build on what children already know

Be appropriate for young children's needs

Contain planned and purposeful activities

Be based on play.

Our Early Years Curriculum should be based on the characteristics of effective teaching and learning:

Playing and exploring – children investigate and experience things and 'have a go'

Active learning – children concentrate and keep trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

*Grenier – Working with the revised Foundation Stage (2021)*

Admission to school:

New Reception children are invited to sessions prior to their starting date, to familiarise them with staff and the school environment. We welcome close links with parents and carers, extending an open invitation to come into school if they have any query or concern as regards their child starting with us. School will work with pre-school settings to get to know the children starting school beforehand.

Activities are planned through the areas of learning of the 'Early Learning Goals'

**Personal, Social and Emotional Development:** Children learn how to co-operate and work in harmony with others.

**Communication and Language:** Children develop their spoken language, vocabulary and listening skills.

**Literacy:** Children learn to communicate in a range of ways including talking, listening, reading and writing.

**Mathematics:** Children develop their understanding of number, measurement, pattern, shape and space, through exploration, practise and discussion.

**Understanding the World:** Pupils find out about the environment, people and places significant to their own lives.

**Physical Development:** Pupils develop and practise their fine and gross motor skills, increase their understanding of how their body works and what they need to keep healthy.

**Expressive Arts and Design:** Pupils explore and share their thoughts, ideas and feelings through a variety of art, design technology, music, movement, dance and imaginative/role play activities.

**Differentiation:**

Staff should ensure all children feel secure and valued. Staff will, through observing and monitoring progress, be aware of those children who may require additional help and those who are more able and need to be challenged.

**Assessment:** Assessment opportunities may be identified through planning or may arise spontaneously. Assessing the children's development and progress serves to inform on interests, achievements and possible difficulties and should not interrupt play and learning. Planned and spontaneous observations of the children are made by the Early Years staff and records relating to areas of learning are completed by the end of the child's Reception year. Baseline assessments are carried out during a child's first few weeks at school to find a starting point for the teaching of the curriculum.

Progress reports will be provided to parents at the end of the year and children will have the opportunity to meet with teachers each term.

Equal Opportunities: No child should be excluded or disadvantaged because of ethnicity, culture, faith, gender, home language, disability or ability.

Inclusion: Staff should take specific action to help children with special educational needs to make the best possible progress by:

Involving parents in all future planning for their child.

By using the SENCO to help plan how the child's needs will be met through an individual Education Plan.

By contact with outside agencies to support the child, parent and school, e.g. Health Visitor, Speech Therapist, SSEN etc.

By using appropriate or specialist resources, as recommended by outside agencies, to enable a child to access the curriculum.

Health & Safety: All equipment and resources are chosen for the Foundation Stage by trained staff and, when necessary, children are supervised in the use of equipment by staff to ensure everyone is safe.