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Early Years and Foundation Stage Policy

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Early Years Foundation Stage Policy

At Newport Primary School we believe that *every child deserves the best possible start in life in order for them to fulfil their potential*. The Early Years Foundation Stage is about how children learn, as well as outlining the content of their learning. *Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently.* (Development Matters, EYFS 2020)

As children commence their journey at Newport Primary, we will develop and nurture strong positive attitudes, where children learn to become respectful and responsible young people, towards themselves, each other and their environment.

Section 1 - The Early Years Foundation Stage

Section 2 - Teaching and Learning

Section 3 – Safeguarding In the EYFS

Section 1 - The Early Years Foundation Stage

The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- ❖ A Unique Child - every child is a competent learner.
- ❖ Positive Relationships - children learn to be strong and independent.
- ❖ Enabling Environments - supporting and extending a child's development.

- ❖ Learning and Development - 3 prime and 4 specific areas of learning and development.

Areas of Learning and Development

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play, our children are given a wide range of opportunities to experience and explore learning concepts through play in order to consolidate and extend their learning and help them make sense of the world around them. They practise and build up ideas, learning also how to manage their feelings and understand the need for rules. They 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

The 7 areas of learning within the EYFS curriculum are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and confidence to speak and listen to others 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, developing both their fine and gross motor skills.
- **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, as well as understanding the impact of their behaviour on others.
- **Literacy** development involves encouraging 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 by engaging with characters and expressing their own ideas and opinions around the text.
- **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 begin to be able to recognise the bonds in numbers.
- **Understanding the world** involves guiding children to make sense of their physical world the natural world, exploring their own culture whilst appreciating diversity and multi - culturism.
- **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, imaginative ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Characteristics of Effective Learning

The Characteristics of Effective Learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

❖ **Play**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Key Elements of Effective Practice (KEEP) DFES 2007

Through play our children explore and develop learning experiences which help them make sense of the world. They have the opportunity to practice skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

❖ **Active Learning**

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Key Elements of Effective Practice (KEEP) DFES 2007

Active learning occurs when children are motivated and interested. Children need to have some autonomy and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

❖ **Creativity and Critical Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Key Elements of Effective Practice (KEEP) DFES 2007

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

At Newport Primary School we encourage children, teachers and parents to take an active role in their learning by naming the Characteristics of Effective Learning that they are exhibiting.

Positive Relationships

At Newport Primary School we recognise that children learn to be resilient, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/Carers as Partners

We recognise that parents/Carers are children’s first and most enduring educators and we value being partners with them in their child’s education through:

- Developing a strong transition process to support new children into reception.
- Regular parent meetings and structured conversations throughout the year at which they are able to discuss their child’s progress with the teacher.

- Parents receive a report on their child's attainment and progress at the end of the Foundation Stage (EYFS profile).
- Weekly Flyer to inform parents of the week's learning and what to expect in the coming week, along with ideas as to how they can support at home.
- Parent workshops and 'stay and play' sessions where parents are invited to share in the children's learning and practically engage in activities alongside their children, which can be replicated at home.

Enabling Environments

At Newport Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observations and interactions within play, we assess the children's interests, stages of development and learning needs in order to plan their unique learning journey to consolidate and extend their learning. We then plan challenging, achievable activities and experiences to extend the children's learning. The Reception class is organised to allow children to explore and learn securely within a friendly, accessible and safe environment. The setting is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classroom has its own enclosed outdoor area. This has a positive effect on the children's development as being outdoors offers the children further opportunities to explore using their senses, develop their language skills whilst being physically active and challenged. We plan activities and resources both inside and outside, enabling the children to develop in all the areas of learning.

At Newport we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that the areas of learning often overlap.

Section 2 - Teaching and Learning

Teaching

We expect:-

- Staff to have secure subject knowledge and understanding. When support is needed teachers can seek advice from Senior Leaders or Subject Co-ordinators
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective which is explained to the class
- That all lessons demonstrate key elements of good AFL practice
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- That all staff have high expectations of presentation, quality and quantity of work
- That staff are able to flexibly accommodate 'in the moment' planning to reflect the needs and interests of the children in each new cohort.
- That teachers and additional adults are fully involved and active in lessons and in play based provision.

Teaching in Reception-

- Children have regular short carpet sessions each day which will consist of RWI or Literacy based task, a maths session and a topic based session or PE. After the core input, children are expected to complete teacher led focus tasks and linked play based provision.
- Teachers use their knowledge of child development and the pupils' interests to plan for stimulating topic choices which support and extend the pupils everyday life experiences. This is planned carefully through a yearly overview, medium term plans and weekly lesson plans for each area of learning. These are planned according to the children's interest and are delivered flexibly to allow for a change of direction to keep the children motivated and responsible for their learning.
- Teachers will endeavor to mark work with the children so that they benefit from immediate, oral feedback.
- Teachers will endeavor to identify any potential learning difficulties or concerns and where necessary, engage with the SENCO for further advice, and put extra provision in place accordingly.

Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time
- Pupils respond well to teachers and lessons proceed without interruption
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate and make good progress using the Newport SuperSquad for encouragement and inspiration.
- Work is sustained with a sense of commitment, pride and enjoyment
- Pupils are sufficiently confident and resilient in their learning.
- Children are provided with the skills to evaluate and edit their work in each session.

Provision

- We have a team of highly qualified, dedicated, professional and caring Early Years teachers and classroom assistants who plan and work closely together to provide a high quality curriculum.
- We value our parent partnership and actively work to include parents in their children's learning journey at Newport.
- We ensure that the needs of each child are met emotionally and academically, recognising that children learn best when they are happy and feel secure.
- We provide a welcoming, child friendly, accessible and stimulating indoor and outdoor environment.
- Routines are established so that children begin to anticipate and feel confident to take the next step. Visual timetables give children the security to know and understand their routines.
- Children have access to appropriate and accessible resources to enhance learning.
- Children Have the confidence to try when feeling challenged, showing resilience and understanding that it's ok to make mistakes because that's how we all learn.

Outdoor play:

The outdoor play area provides a safe play space where children can develop their physical skills and learn to share with others through both structured and informal learning through play. Activities in all seven areas of the curriculum, are planned, and are given as much thought and importance as the indoor activities, in accordance with the EYFS. Children have open access to both inside and outside environment where they can choose how to develop their learning. They will have access to the outside area in all weathers and parents will need to ensure that they are suitably dressed. If a child is not well enough to go outside they should not be in school.

Assessment

At Newport we hold the individual child at the centre of our planning. This is achieved through detailed assessment, interaction and observation. These ongoing formative assessments are at the heart of effective early years practise

Staff achieve this through:

- Interacting with children during child initiated activities, adult structured tasks and through conversations with parents about what the child does at home.
- Considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

At Newport we carry out a baseline assessment on all children entering Reception in all seven areas of development, by the end of their first half term in school. The children are then tracked at regular intervals to assess progress and help to inform staff of each child's next steps.

In the summer term, we complete the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels in each area of development. This along with reports of each child's 'Characteristics of Effective Learning', prepares the Year 1 teacher for individual children's readiness, needs and next steps.

The profile will reflect upon the school's on going observation and relevant records. The teacher will determine whether the child is meeting the expected levels, exceeding them or below expected levels of development. The child's level of development is assessed against the 17 early learning goals.

Inclusion

We value the diversity of individuals within our school. All children at Newport Primary School are treated fairly regardless of race, gender, religion or ability. All children and their families are valued within our school. At Newport Primary we believe that every child matters. We give our children every opportunity to achieve their best, by taking into account our children's range of life experiences when planning for their learning. In the Early Years Foundation Stage we set realistic and 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.

Section 3- Safeguarding in the EYFS

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with their peers and the adults caring for them. The safeguarding and welfare requirements, specified in this section (section 3), are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

Statuary Framework for the Early Years Foundation Stage, 2017

At Newport Primary School we ensure that the Early Years meets the Safeguarding requirements of the Statuary Framework, to keep our pupils safe, healthy and happy. We do this through:

Child Protection -

All early years teachers have attended safeguarding training dedicated to Early Years. All staff members have read and are aware of the statutory documents 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children 2015'. All staff are aware and follow the schools child protection and safeguarding policy and know how to report a concern, using the schools reporting system.

The collection of pupils from the early years- Children will only be released to parents and adults that have permission from parents, who are over the age of 18.

Intimate Care

Staff who provide intimate care to children have a high awareness of child protection issues. This can be when cleaning up a child after they have soiled themselves, helping them to change clothes when wet or changing nappies for those children who are not yet toilet trained. Newport Primary school is committed to ensuring that all staff responsible for the intimate care of children, will undertake their duties in a professional manner at all times. The team recognise the importance of treating all children with respect and sensitivity.

Visitors –

In the early years, we regularly have parents, visitors and volunteers visit our setting. To ensure the safety of the pupils and staff, all visitors are to sign in and wear an ID badge. Visitors are not to be left unattended with pupils and where necessary are escorted around the building. Visitors are not allowed to use their mobile phones, this must be in a safe space or off site. Visitors are not to take images and recordings of the pupils.

The use of technology- Staff are not permitted to use their mobile during working hours. Images of pupils are not to be taken on personal devices and should be taken on the school ipads. Staff ipads are to support learning observations using Tapestry as well as additional programmes to support learning. I-pads must be locked with a passcode and stored securely when not in use.

Suitable people-

At Newport, we ensure that we employ staff with suitable qualifications, skills and positive attitudes to working in our environment. In the EYFS we have a teacher with QTS status and a full time class teaching assistant to ensure we meet the statutory ratios identified in the 2018 Statutory Framework. All staff attend the school's current CPD training and EYFS specific training.

Health

At Newport Primary School we ensure children are healthy and safe. We do this by following the school Administering Medicines Policy and by ensuring all medication has a signed consent form and is easily accessible for staff, but out of reach for children. All staff in the EYFS have easy access to a first aid kit when indoors and outdoors to administer immediate first aid. All EYFS teachers are first aid trained and the lead first aider is paediatric first aid trained. To prevent the spread of infection, resources are cleaned regularly and we take appropriate action when children are ill.

Food and drink – Children have access to fresh fruit, milk and water throughout the day, as well as a variety of other snacks linked to learning. Milk has a life span of 2 hours when out of the fridge and is discarded and replaced with fresh milk. Fruit is kept in the fridge and discarded when spoilt.

All staff are made aware of any food allergies and this is taken into consideration during snack, lunch and learning times. Parents are asked to declare any allergies and/or any medical concerns when registering their child to the school.

Managing behaviour

We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs, linking with the schools Behaviour Policy. We refer to our class rules and use a 'recognition board system' to support and encourage positive behaviour choices. We reward positive behaviour with verbal praise, Headteacher Certificates and house tokens. Negative behaviour is addressed with a discussion about what happened and support children to think of how they could have made a better choice. A 3 minute timeout may be given. Parents will be informed of any negative behaviour in accordance with our policy to work in partnership with parents. Positive choices may also be shared verbally and sometimes with a certificate too.

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