



THE
**CREATIVE
LEARNING**
PARTNERSHIP TRUST

***Come as you are and leave as a
champion***



Thursfield Primary School



Early Years Foundation Stage
Policy

Reviewed by: RKent September 2023
Review date: September 2024

At Thursfield, we provide children with a concept led, knowledge rich curriculum that has no limits or barriers to their achievements, regardless of background, circumstance, or need. Within our Early Years, we provide a solid foundation for the curriculum, allowing children to fill up their suitcase before beginning their Thursfield journey with their 'ticket to anywhere'.

Using our school motto, 'We Care, We Share, We Dare to Dream', we ensure that each of the seven key features of effective practice are met within our Early Years.

We Care

We understand that starting school can be a big step for little people. We provide **high quality care** to ensure that children settle within their new environment. The prime areas of learning are central to our everyday teaching, ensuring that all children are ready to take their next steps towards learning. Our effective practitioners provide **the best for every child**, ensuring that all children are given an equal chance to succeed, regardless of their starting point. We narrow the gap for our disadvantaged children through our high-quality care and curriculum.

We Share

We develop strong, respectful **partnerships with parents** through effective transition, regular communication and high engagement. We use Tapestry, an online journal, to allow both school and home to share and celebrate achievements and learning. We use **assessment** to understand what each child can do and how we can deepen or extend their learning. We share these successes with parents, governors, and the children.

We Dare to Dream

Our carefully planned, ambitious **curriculum** allows children to build on their knowledge and experiences over time. It is bursting with language, which is consistently modelled, and new vocabulary is taught to encourage rich language development. Effective **pedagogy** is a mix of different approaches, from play to observation to guided learning. We carefully organise an enabling environment which provides a careful balance of high-quality play experiences and effective guided learning. As the children progress through Early Years, the need for more guided learning increases which aids their transition to KS1. We promote the development of **self-regulation and executive function**, allowing regular opportunities for children to focus their thinking, persist and plan ahead.

Our Early Years team provide a nurturing and safe environment which supports our ambitious, coherently planned, sequenced curriculum. Resources are carefully chosen to meet the needs of all children and to promote learning. Children are given time to discuss and explore new learning, with regular opportunities to effectively communicate with each other and staff. Books have been carefully chosen to introduce new ideas, concepts and vocabulary. When reading new or familiar books, staff will read in a way which excites and engages, promoting a love of reading and literature. Children are taught to read and write through expert teaching of a systematic, synthetic phonics programme, Little Wandle; children practice reading through books which match their phonic knowledge.

Each of the seven areas of learning have been carefully planned to allow children to build on prior knowledge and experiences throughout their Early Years Journey. Each area allows children to progress through our curriculum, developing in depth knowledge and key skills in order to fill their

suitcase at the end of Reception, achieve the Early Learning Goals and be ready to continue on their Thursfield journey with their 'Ticket to Anywhere'.

Within each of the seven areas, key texts, vocabulary and curriculum goals are highlighted to allow staff and parents to understand the expectations within the curriculum and to ensure all children are making progress. We understand that children's development and progress is not always linear, staff have expert knowledge to allow them to understand each child's personal next steps to aid their development and progress throughout the year. We carefully plan the environment and enhancements, using ongoing staff assessment to drive this. Through constant communication, all staff can confidently talk about what has been provided and why.

Areas of Learning and Development

The Early Years Foundation Stage learning and development comprises of seven areas of learning and development. All areas are connected to one another and are equally important.

The three prime areas are “particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving...” (Statutory Framework for the EYFS, 2021)

Prime Areas

- Communication and Language
- Physical Development
- Personal and Social and Emotional Development

The prime areas are strengthened and applied through the four **Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A Unique Child

Child Development

We aim to provide children in the Foundation Stage at Thursfield positive early experiences that will build upon what children already know through being sensitive to their needs, communication and learning style interests and individual stage of development.

Inclusive Practice

We recognise that children and their families have a right to be treated equally and fairly, adults promote equal opportunities and anti-discriminatory practice.

Keeping Safe

When parents entrust their child into our care they must feel that their child is safe. We involve children in developing the boundaries which will help them to keep safe. We have secure grounds, entrances and exits. Parents are requested to let us know who will be collecting their child at the end of the day; children are only released to that person. Staff have been assessed as being 'suitable' to work with children and staff to children ratios are being met.

Health and Well-being

We actively promote good health and oral hygiene, through offering healthy school meals. Children have access to fresh drinking water, milk and fruit each day. We offer a balance of activities - to be quiet and rest and to have space for large physical activity. We enable children to become aware of their bodies, personal hygiene and to make healthy choices.

Positive Relationships

Respecting Each Other

We have a caring professional team of staff who show respect towards each other and the children and their families.

Parents as Partners

We recognise and value the role of the parents -

We aim to provide a welcoming atmosphere, right from the family's first visit to Thursfield. Our transition process begins before application with open evenings and events for prospective parents to attend. We provide transition afternoons for parents to stay and play during the summer term before their child starts at Thursfield. We communicate effectively through our open door policy, through our online journal Tapestry and through regular teaching and learning updates with parents (Parent Consultation Evenings).

Supporting Learning

We aim to build up relationships with the children through listening and observing them to be able to support, encourage and extend their learning further. Staff are suitably qualified and access training to update their professional development.

Key Person

Parents and children need to have continuity; each child is assigned a key person. In Reception the class teacher will be the key person as they are the constant member of staff in the team. This continuity helps to meet individual need whilst building relationships with parents and children.

Enabling Environments

Observation, Assessment and Planning

Assessment provides staff with a knowledge of the child in order to plan appropriate learning experiences. Practitioners will use their professional judgement to assess children's progress. Reception teachers will complete the EYFS Profile at the end of the Reception year and this is shared with parents and the Year 1 teacher. The profile will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels.

Supporting Every Child

We recognise that children are on a learning journey which starts well before they enter the Reception class. They will build upon the things they have experienced at home and in previous settings. The transition process enables the Reception class teacher to liaise with nursery practitioners to discuss the children as individuals, celebrate their interests and talents whilst gaining knowledge about individual need.

The Learning Environment

We aim to provide a learning environment which welcomes children and provides them with the confidence to explore and learn both inside and outside. Children are expected to be able to access equipment and materials they need independently and to take responsibility for returning them when they have finished. The outdoor learning environment promotes the development of our children's gross motor skills whilst encouraging pupils to take measured risks and challenge themselves. Our forest area and weekly welly walks enable children to have first-hand experiences of The Natural World in all four-seasons of the year. We are an all-weather school where outdoor provision allows our children to extend and enhance their learning whilst being within their local environment.

The Wider Context

In order to achieve the 'Every Child Matters' outcomes for children – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being, staff communicate with any agencies that the children and their families may be involved with. This begins with transition and the induction programme which brings together information from practitioners at the child's previous setting, listening to and supporting parents. Looking at the provision for the before and after school care, discussing trips to local places of interest and involvement of local people who visit the school from the community. At the end of the Foundation Stage, children will start the transition process into Year 1 (key stage 1). The children will have opportunities to become familiar with the Year 1 teacher.

Learning and Development

Playing and Exploring

We value the importance of play for children's development; play and exploration are the ways in which children make sense of the world in which they live. We strive to provide a stimulating environment for our pupils. Skilled practitioners support and develop children's learning through play.

Active Learning

We want children to become resilient and independent learners who have control over their own knowledge; children will be encouraged to develop their interests and fascinations through challenges, learning activities and questioning which will extend their ability to make decisions and develop their thinking.

Creating and Thinking Critically

We encourage our children to extend their thoughts and ask questions by providing them with opportunities to extend their play and make connections between their learning. We do this by providing high-quality, stimulating resources and experiences.

This policy is specific to the Early Years Foundation Stage. The whole school policies are also relevant to children in the Foundation Stage.