



EARLY YEARS FOUNDATION STAGE POLICY

Formally adopted by the
Governing Body of Sheringham Community Primary & Nursery School

On	13 th July 2023
Chair of Governors	
Head Teacher	
Last updated	13 th July 2023
Review	13 th July 2025

Be all that you can be...



Contents

1. Introduction	3
2. Aims	3
3. Principles of the EYFS	3
4. The Early Years Foundation Stage Curriculum	4
5. Learning and Development	4
6. Prime Areas	4
i. Personal, Social and Emotional Development	4
ii. Communication and Language	4
iii. Physical Development	4
7. Specific Areas:	4
i. Literacy	4
ii. Mathematics	4
iii. Understanding the World	5
iv. Expressive Arts and Design	5
8. Characteristics of Effective Learning	5
i. Playing and Exploring	5
ii. Active Learning	5
iii. Creating and Thinking Critically	5
9. The Value of Play in the EYFS	5
10. The Learning Environment	6
i. Indoor environment	6
ii. Outdoor environment	6
11. Assessment	6
i. Learning Journeys (Tapestry)	6
ii. Pupil Asset	6
iii. Consultation with parents	7
iv. End of Year Reports	7
12. The EYFS Team	7
13. Other Policies to refer to:	7

1. Introduction

In this policy the Early Years Foundation Stage (EYFS) refers to the children, aged between 3 years old and five years old, who access Early Education in our Nursery groups or Reception classes. In our Early Years classes we follow the school's motto, **'Be all that you can be!'**

2. Aims

In the EYFS we strive to achieve the outcomes outlined in Every Child Matters. These are:

- Help children to be healthy.
- Protect children from harm and neglect and help them to stay safe.
- Help children enjoy and achieve.
- Help children make a positive contribution.
- Help children to achieve economic well being.

These outcomes are important to us because we are passionate about ensuring that the children in our care feel safe and secure. We want their needs to be met appropriately and sensitively. We want all of our children to achieve their full potential. We support our children to make healthy relationships with their peers and the adults within the school community.

We love to celebrate our children's achievements and we take great interest in their fascinations both in and outside of the school environment. Ultimately we want our children to grow into healthy, ambitious, creative, sociable, confident and happy adults who are excited to learn, not afraid of challenge and who will make the right choices and make a positive contribution to society.

We firmly believe that by giving our children a voice, by nurturing their curiosity and by allowing them time and space to explore, innovate, create and negotiate through high quality play experiences in enabling environments, that we will provide them with a firm foundation on which to build their future education.

Through partnership with parents and families we will strive to meet all of the needs of our children. We are a fully inclusive school and we welcome and celebrate diversity and individuality without prejudice. We have a genuine respect for and understanding of the unique cultures of our children and families. Our strong links with other professionals and organisations enable us to offer advice and support and to signpost families to additional services in order for needs to be met.

3. Principles of the EYFS

We follow the principles of the EYFS in order to support us to meet our aims. The EYFS Principles are:

- A Unique Child.
- Positive Relationships.
- Enabling Environments.
- Learning and Development.

4. The Early Years Foundation Stage Curriculum

The EYFS curriculum incorporates all of the above principles. We have provided additional information on 'Learning and Development' principle.

5. Learning and Development

Areas of Learning and Development are split into 3 Prime Areas and 4 Specific Areas.

6. Prime Areas

i. Personal, Social and Emotional Development

Children learn how to work, play and co-operate with others and function in a wider social group. They develop an understanding of themselves and others.

ii. Communication and Language

Children are supported to develop communication skills, including key skills in speaking and listening. These skills provide the foundations for literacy.

iii. Physical Development

Children develop physical control, mobility, awareness of space through indoor and outdoor experiences. We promote children to foster positive attitudes towards a healthy and active way of life.

7. Specific Areas:

i. Literacy

We foster a love of literacy through role-play, story-telling and a language rich environment. We also follow the 'Read Write Inc' program and 'Talk for Writing' within the Reception classes.

ii. Mathematics

We use concrete resources such as Numicon, number squares, number lines, bead strings, building blocks and construction toys to support and encourage mathematical understanding and key concepts.

iii. Understanding the World

We focus on developing the children's understanding of their environment, roles of people within their lives and communities. We explore features of the natural and made world.

iv. Expressive Arts and Design

We offer opportunities for the children to develop their imagination and their ability to communicate and to express their ideas and feelings in creative ways. Children explore, design, make music and take part in drama.

8. Characteristics of Effective Learning

The Characteristics of Learning underpin the ethos of the EYFS and equip children with the skills that they will need for life-long learning. The Characteristics of Effective Learning are:

i. Playing and Exploring

- Finding out and Exploring
- Playing with what they know
- Being willing to have a go

ii. Active Learning

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do.

iii. Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

We also promote the five Rs of life long learning which are...

- Resourceful
- Resilient
- Reasoning
- Responsible
- Reflective

9. The Value of Play in the EYFS

We want our children to be actively engaged in their learning and we know, through extensive research, that children learn best through play.

Trevarthen (Professor of Child Psychology and Psychobiology), 'regards young children's playfulness as a key characteristic of humanity, preparing the way for shared experiences and negotiations and for collaborative learning. He argues that play and playfulness can be seen throughout infancy and remain vital elements of all learning.' (Trevarthen et al, nd).

We offer the children a wide range of playful experiences where we encourage challenge, curiosity, risk taking and collaboration.

10. The Learning Environment

i. Indoor environment

We have two Reception classrooms. Each classroom is set up to accommodate specific areas within them but each class also has provision for sharing books, mark-making and mathematical exploration. During the year there will also be provision for different themes and events that take place.

In Nursery there are defined areas that offer a chance to learn through play and develop early learning skills and concepts. The Nursery also has their own kitchen and toilets to meet the needs of our youngest children.

ii. Outdoor environment

We are constantly reviewing and developing our outside environment. Children from both Nursery and Reception can freely access a range of learning through play opportunities both on a small scale and a large scale. There is plenty of space for the children to move freely. We ensure that the children have free-flow access to the indoor and outdoor environments for a large proportion of the day.

11. Assessment

i. Learning Journeys (Tapestry)

Observations of the children are recorded on our school ipads. These observations are shared on individual on-line learning journey's (Tapestry). Parents and family members can securely access these observations using a tablet, smart-phone or computer. Family members, in turn, can add photos and comments to their child's page. This allows for responsive and effective communication between school and home. It enables everyone to build a picture of the whole child and share the great things that they do inside and outside of school.

ii. Pupil Asset

Pupil Asset is a data tracking program that is used throughout the school, from Nursery to the end of Year 6. We use our observations of the children to track the children's progress and input this information into Pupil Asset. This

enables us to track and monitor progress over time and ensure that every child in the EYFS is making good progress towards the Early Learning Goals.

iii. Consultation with parents

During the Reception year parents will be invited to discuss their child's progress twice a year. In addition to this half-termly 'drop-in' sessions are offered to enable parents and children to share in their successes of that half term.

iv. End of Year Reports

At the end of the year a report will be sent out to all parents. This report comments on the children's Characteristics of Effective Learning and in Reception we also provide parents with the Early Years Foundation Stage Profile Scores.

12. The EYFS Team

Nursery and each of the Reception classes are led by a Class Teacher who is supported by a team of Teaching Assistants (TAs). In the EYFS, team work is paramount to the success and smooth running of the day. In Reception, the class teacher is the named Key Person and in Nursery this role is shared amongst the team. All of our TAs are qualified to a Level 3 qualification (minimum).

13. Other Policies to refer to:

- Foundation Stage Transition Policy.