

## Early Years Foundation Stage

***"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."***

EYFS Statutory Framework for Group and School-Based Providers, 2024

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Jesson's Church of England Primary School, we offer 'Time for Twos' for two-year olds of working and disadvantaged families as well as 15 free hours in our Nursery for 3- and 4-year-olds. In our Nursery, we can offer the 30 hours provision for working parents. Children start our 90 place Reception in the September after their 4<sup>th</sup> birthday.

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Early childhood is the foundation on which children build the rest of their lives. At Jesson's Church of England Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

### Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a rich, broad and balanced curriculum that will enable each child to develop to their full potential personally, socially, emotionally, spiritually, physically, creatively and intellectually.

At Jesson's CE Primary School, we will:

- Provide a happy, safe, positive, fun, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Enable children to make choices and decisions, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.



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- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.

### Our Principles

We will ensure, as stated in the Statutory Framework for EYFS (November 2024), that the overarching principles shape the practice in our Early Years' setting. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help to build them over time. Children benefit from a strong partnership between practitioners and parents/carers.
- The importance of **individual learning development**. Children develop and learn at different rates.

At Jesson's we will:

- Have the child's best interests at heart, encouraging them to "**be the best they can be**", so every child thrives in their learning.
- Ensure each child has confidence and self-belief.
- Care for our children.
- Use Development Matters (Revised September 2023) and Birth to 5 Matters (March 2021) as guidance, not a checklist.
- Ensure staff make high quality interactions with pupils, to ensure progress by tracking children through adult interactions and support, not as numbers for data.
- Use starting points and pupil progress meetings to ensure that progress has been made, as well as identifying children who need that extra help and support.
- Ensure each provision is purposeful and engaging.
- Ensure the level of staff interaction is of high quality.
- Provide children with a range of experiences.
- Develop early language.
- Fill the gaps for our most disadvantaged pupils.
- Reduce unnecessary workload for our Early Years' staff.
- Regularly review and reflect on our curriculum.
- Ensure a balance of teaching and learning through child initiated and adult led activities.
- Provide opportunities for learning both indoors and outdoors.
- Provide a rich and stimulating environment.



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- o Acknowledge the importance of a full working partnership with parents/carers.
- o Provide a safe learning environment.

**The Early Years Foundation Stage is based on four themes:**

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

**A Unique Child**

At Jesson's Church of England Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and believe that every child matters. All children at Jesson's Church of England Primary School are treated fairly, regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best, and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

We set realistic and challenging expectations keyed to the needs of our children, so that children achieve the Early Learning Goals by the end of the Reception year. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Use resources which reflect diversity and are free from discrimination and stereotyping.



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- Planning challenging activities 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 from different ethnic groups and those from diverse linguistic backgrounds.
- Monitoring children's progress and taking action to provide support (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

#### Pupil Premium and Early Years Pupil Premium

The 'Pupil Premium' grant is funding provided to help schools support specific groups of children. In Early Years the Pupil Premium funds the following:

- Intervention support for children with additional needs such as Speech and Language or EAL support.
- Staff CPD to continue the drive of good/outstanding teaching to ensure children get the best quality teaching.
- Visits and trips outside the school environment to ensure children get a wealth of experiences.

#### **Positive Relationships**

At Jesson's C of E Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### Parents 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:

- Talking to parents/carers before their child starts school at our open days and induction meetings.
- Arranging, where possible, visits by a member of staff to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing Time for Twos, Nursery and Reception.
- Inviting parents/carers and children the opportunity to spend time in Nursery or in their Reception class for induction visits before starting school.
- Providing an induction meeting for Nursery and Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.



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- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents/carers to discuss them.
- Written contact through Tapestry, reading records and school newsletters.
- Inviting parents to attend informal meetings about areas of the curriculum, such as Phonics, Reading, Writing or Maths during our planned parent workshops.
- Regularly sharing the children's learning journey on Tapestry with parents/carers and valuing their on-going contributions to this.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Time for Twos progress checks.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Asking parents to sign a generic permission form for visits, food tasting, face paints and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas/Summer productions, fun day and sports day etc.

### Staffing

All staff in our EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

**Time for Twos:** Two level 3 nursery assistants, two level 2 nursery assistants (additional staff as required for ratios)

**Nursery:** One class teacher, three key worker level 3 teaching assistants, one level 2 teaching assistant (additional staff as required for ratios)

**Reception:** One class teacher and one teaching assistant for each class

At times, where needed, extra support staff are deployed across early years in line with the EYFS guidance regarding staffing and ratios.

### Enabling Environments

At Jesson's C of E Primary School, we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment, that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this develops independent learning. We ensure that resources and spaces are safe to use and checked regularly.

### **Learning and Developing**

The EYFS Curriculum – our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals (ELG).

There are seven areas of learning and development that must shape educational provision in early years' settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across several learning areas.

They require a balance of adult-led and child-initiated activities for most children to reach the levels required at the end of EYFS. Three **Prime Areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three **Prime Areas** are:

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

Staff will also support children in four **Specific Areas**, through which the three Prime Areas are strengthened and applied.

### **Specific Areas:**

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

Children's development levels are consistently assessed and, as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three Prime Areas.

However, if a child's progress in any of the Prime Areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Pupils in Nursery and Reception participate in daily Phonics sessions using 'Jolly Phonics' as well as daily Maths teaching.

### **Characteristics of Effective Teaching and Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and Exploring - children investigate and experience things, and 'have a go'.
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### Teaching and Learning

Staff ensure a well-sequenced curriculum, so children have a range of knowledge and skills in all areas of learning from the Early Years Foundation Stage.

### Observations

EYFS staff make observations through their high-quality interactions with the children. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. Relevant and significant observations are recorded in the children's learning journey on Tapestry as 'wow' moments.

### Assessment

During the first term in Reception, the teachers assess the ability of each child on entry. These assessments allow us to identify patterns of attainment within the cohort, to adjust the teaching programme for individual children and groups of children. Discussions and moderation take place between Early Years staff and our Senior Leadership Team.

The EYFS profile is the nationally employed assessment tool, that enables teachers to assess Reception children against the Early Learning Goals. We record each child's level of development against the new 17 Early Learning Goals as 'emerging' or 'expected'. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment is predominantly based on the teachers' professional judgement but should also take account of contributions from a range of perspectives including the child, their parents and other adults.

At the end of the final term in Reception we send a summary of these assessments to the Local Authority for analysis, which then gets sent to the Department for Education. The assessments inform the child's next teacher, who uses this information to make plans for the year ahead. We share this information at parent/carers meetings, in the child's end-of-year report and with Year One teachers.

Parents/carers receive an annual written report that offers brief comments on their child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in July each year.

Progress checks are completed by our Time for Twos staff.

#### The Learning Environment

Each EYFS classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc.

Children have access to both the inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

#### Visits and Visitors

We aim for Nursery and Reception to have the opportunities to go on visits during the school year. These range from visiting the park, zoo, farm and theatre, for example.

We have a range of visitors come to talk to the children about their expertise. Examples of these include fire fighters, police officers, an animal experience and a dinosaur experience.

#### **Teaching & Learning Styles**

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in EYFS just as much as they do to the teaching and learning in Key Stage 1 or 2.





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The more general features of good practice in our school that relate to the EYFS are:

- The partnership between teachers/teaching assistants and parents/carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
- The understanding that teachers/teaching assistants have of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Reception year.
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors.
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents.
- The good relationships between our school and the other educational settings in which the children have been learning before joining our school.
- The clear aims of our work, the regular monitoring of our work to evaluate and improve it, and the regular identification of training needs for all adults working in EYFS.

### **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition, to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

### Starting Nursery and Reception

Parents of all children starting in the next academic year will be invited to an Induction Meeting or Play Day in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception and EYFS curriculum. This is an opportunity for staff to:

- Welcome them to Jesson's.
- Explain about uniform, PE kit and school dinners/free school meals.
- Explain about holidays and absences.
- Order school uniform.

- Explain the arrangements for the induction into Reception.

#### Time for Twos

We aim to help settle two-year-olds as much as we can, by ensuring that visits to our provision are available and home visits by staff are completed before their start date.

#### New class sessions for Reception children

The children are given opportunities to come in to school to meet their new class teacher and other children in their class. They will spend a morning or afternoon in their new class. Parents can leave their child during this session. This means that before they join their new class in Reception, it is already a familiar place to them. Arrangements are also made for the children's new class teacher to visit them in their current Nursery setting.

When children join the school, the following procedures will apply in order that they can gradually adjust to their new surroundings:

#### Reception September Intake

- All children to start Reception on the first full day of term.

#### Time for Twos and Nursery Intake

- Three intakes per school year – September, January and April.
- Children are staggered over a few days to help them to settle in.
- 30 hours provision in Nursery is provided for working parents who are eligible.
- 15 hours provision is available for families who are eligible, including working parents.
- We follow the admissions policy for our Time for Twos and Nursery settings.

#### **Safeguarding & Welfare**

*'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'*

Statutory Framework for EYFS November 2024

At Jesson's C of E Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

#### Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life

skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Jesson's C of E Primary School Child Protection Policy).

#### Good Health

All children are provided with a healthy snack each day, as well as being given the offer of fresh milk. They always have access to water.

#### School lunch

Children can have a nutritious school lunch provided by our kitchen. Menus are available to parents and the menu caters for all dietary needs.

#### **Monitoring and Review**

It is the responsibility of those working in Early Years Foundation Stage at Jesson's C of E Primary School to follow the principles stated in this policy. The Headteacher, Deputy Headteacher, Assistant Headteachers and subject leaders will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Kelly Mann  
Assistant Headteacher (EYFS)  
October 2024