

Crosslee Community Primary School



**Early Years Foundation Stage Policy
November 2023**

As part of our commitment to be a nurturing school we will offer a range of opportunities within our curriculum for children to build self-esteem, resilience and aspirations, as well as a positive view towards health and self-respect to support their mental health.

We actively promote Fundamental British Values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are taught to regard people of all faiths, races and cultures with respect and tolerance. They are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. Children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential.

EYFS Curriculum

Our EYFS curriculum aims to provide opportunities for our children to develop as independent, confident, resilient and successful learners with high aspirations who know how to make a positive contribution to their community and wider society. Our goal is to ensure that all children are happy and engaged. The curriculum in Early Years is designed to provide language rich, broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Through the seven areas of learning we provide topics that excite and engage children, building on own interests and developing their experiences of the world around them. We deliver our curriculum through a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities, and child-led learning.

Through the EYFS curriculum that we provide the children continually demonstrate their ability to;

- Play and explore
- Learning actively
- Create and think critically

We also teach the children the importance of following Crosslee's school values- Ready, Respectful and Safe.

The Seven Areas of Learning

Staff use the *Development Matters* document to plan opportunities in all 7 areas of learning and they assess development against these age-related expectations towards the Early Learning Goals. The 7 areas are split into Prime and Specific Areas.

The Prime Areas - Communication and Language, Physical Development and Personal, Social and Emotional Development.

In our younger children, it is important to focus on the development of skills within the three Prime Areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. These run through and support learning in all other areas and continue to be fundamental throughout the EYFS.

The Specific Areas: Literacy Development, Mathematical Development, Understanding of the World and Expressive Arts and Design.

It is expected that 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. The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

All of the Areas of Learning and Development are all closely interlinked. This ensures the delivery of a broad, child-centred curriculum, which allows children to make many links between their learning.

Characteristics of Learning

In planning and guiding children's activities in our Early Years, we reflect on the different ways that children learn. The three characteristics of effective teaching and learning are:

- **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 achievements;
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Role of the adult

Activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them. Adult 'modelling' is combined with sustained periods of shared thinking. Staff engage in quality adult-child interactions using the Shrec Approach to maximise progression in all areas of learning.

Whilst children are involved in self-chosen activities, they move freely between indoor and outdoor areas using the resources, which best meet, their needs on a daily basis all the year round.

Staff are actively involved with children in their play and activities where appropriate by:

- Talking with children in a variety of ways (conversing, discussing, questioning, modelling and commentating);
- Helping children to find solutions to problems;
- Supporting and encouraging ideas from the children;
- Extending their activities by making extra resources available and providing new ideas, games and activities;
- Joining in games and activities when invited by children;
- Evaluating observations in order to plan appropriate resources and experiences the following day or week.

Outdoor Provision

Outdoor play is essential to develop children intellectually, emotionally, socially and physically. It provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle. The provision and planning for outdoor play, just as indoor play, reflects the developing interests of the children. To ensure balance and breadth of provision, adults have clear goals for children's learning, and are responsive to children's enthusiasm and their interests. Resources are used to enhance and extend their play.

Parents as Partners

We believe that parents and carers are a child's first educator and therefore work closely to ensure they are involved in what we do with their child at school. We recognise the importance of establishing good relationships with parents, which know will have a positive impact on children's learning and development. The setting has a friendly, welcoming ethos and adults are available to talk to parents at the beginning and end of the day. Adults encourage parents to share their unique knowledge of their child through discussions and via Class Dojo. These provide further insight into the child's characteristics, interests, experiences, likes and dislikes, which then support the build-up of a child's holistic learning. This supports adults in establishing interesting and stimulating learning experiences.

Each child has an online learning journey portfolio displaying significant observations, which is accessible for parents to view at any time, via Class Dojo.

Safeguarding and 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 2023)

At Crosslee Primary School, we provide all areas of safeguarding that we are legally required to comply with as stated in the updated Statutory Framework for Early Years Foundation Stage 2023.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;
- To ensure that all adults who look after children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Monitoring and review

It is the responsibility of the EYFS staff to follow the principles stated in this policy. The Headteacher, SLT and the EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule.

This policy will be reviewed in September 2024 or as necessary.