

# Shenington Church of England Primary School

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*Excellence Through Endeavour*

*"Let your Light Shine" – Matthew 5:16*



## POLICY DOCUMENT

### EYFS Policy

#### Introduction

A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. (EYFS Profile DFE 2012)

We believe that each child is unique and entitled to an education that will build upon his or her own individual experience. We recognise that each child will enter school at a different stage physical, social, emotional and intellectual development and we will strive to work in partnership with parents and carers to build upon what each child already knows, to enable him or her to fulfil his or her potential.

#### Aims and Principles

The early years are critical in children's development. The Early Years Foundation Stage (EYFS) applies to learning and development of all children from birth to the end of the Foundation Year, which in Shenington C of E Primary School, is Class 1. Early childhood is the foundation on which we build the rest of our lives. It is not just a preparation for the next stage but is vitally important. Foundation Stage is concerned with developing key learning skills such as listening, speaking, concentrating, persisting, and learning to work with other children. Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking. It is also about developing early communication, literacy and numeracy skills that will prepare young children for Key Stage One of the National Curriculum.

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- 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**;
- Enabling Environments. The environment plays a key role in supporting and extending the children's development. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

- Children develop and learn in different ways and different rates. Our curriculum enables the child to learn and develop skills, attitudes and understanding in the following areas of learning –  
The *prime* areas: Personal, Social and Emotional Development, Communication and Language, Physical Development.  
The *specific* areas: Literacy, Maths, Understanding the World, Expressive Arts and Design.

At Shenington C of E Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable the children to become confident and independent learners. We value the individual child and work alongside parents and carers to reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':  
'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age five have a major impact on their future life chances.'

## **Play**

We believe that play both indoors and out, is the fundamental way in which young children learn. Through play the children will develop skills across all the prime and specific areas of learning. Staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We call this 'busy learning' in our classroom.

In a secure environment with effective adult support children will be able to:

- Explore, develop and represent experiences that help them make sense of the world.
- Practise and build up concepts, ideas and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or play co-operatively.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment.
- Supporting children's learning through planned play.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.

- Narrating children's play.
- Asking questions about children's play.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across seven curriculum areas, using play as a vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice;
- Provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan, challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child initiated and adult supported;
- Provide a secure and safe learning environment both indoors and outdoors.

## **Planning, Recording and Assessment**

Assessment at the Start of the Reception Year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts Reception. The RBA assesses a child in early mathematics, literacy, communication and language. This is used to form the starting point for school progress measures. Scores are not shared or published. There is no expected standard and children cannot pass or fail.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in EYFS and into Key Stage 1.

These three prime areas are the prime areas:

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

Children are also supported through four specific areas, through which the three prime areas are strengthened and applied:

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

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. Playing and exploring – children investigate and experience things, and 'have a go'.
2. Active learning – children concentrate and keep on trying if they encounter difficulties.
3. Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Our planning is informed by our knowledge of the children and our observations of the play. It is based on a theme approach and aims to stimulate the children's natural curiosity and fascination and foster a love of learning. However, we may alter these in response to the needs of the children. These learning experiences are used to inform our short-term weekly planning, alongside our observations which identify areas to focus on.

We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning.

We closely track the children's progress so that we can provide experiences that build upon what they already know and scaffold their next steps in learning. We remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next steps in Learning' and personalised learning needs are met. Children will engage in whole and small group activities alongside their independent learning.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outside as far as possible.

As part of our daily practice we observe and assess children's development and learning to inform our future plans.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short, and recorded observations and this involves the teacher and other adults as appropriate. We use an electronic recording system,

using iPads. These observations and assessments are recorded and used to inform the Senior Leadership Team.

Observations of children's achievements are collated in their own personal, online 'Tapestry' Learning Journal. Parents/ carers receive a notification when an observation has been added to their child's Learning Journal and they can view this observation and any related photographs/videos and assessments.

Parents/ carers are encouraged to add their own comments and to upload their own observations to show us what their children are able to do at home.

Children's 'Next Steps in Learning' are added to most observations so that parents/ carers know how to help their children with their learning at home.

These ongoing observations are used to inform the EYFS Profile. The children's progress is reviewed continually. Throughout their time in Foundation, parents/carers are welcome to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher – who uses the exemplification documents and their knowledge of the children to make a 'best fit' judgment.

The profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

## **Home and School Links**

We believe that parents and carers have a vital role to play in the education of their children. We spend time talking to parents before entry into Shenington School and continue to operate an open-door policy throughout their child's time in our unit. Parents are invited to more formal interviews twice a year.

## **The Induction Process**

During the Summer Term prior to starting school the following September the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- Where possible, Foundation staff will visit each child in their home environment.

When children start in September, they are full time.

## **Inclusion and Equal Opportunities**

We believe that all children have entitlement to the full range of the curriculum, irrespective of ability or disability, social background, culture, or gender. We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability, and gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals.

We work closely with parents/carers of our high achieving children to ensure that their individual needs are met, and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated full-time SENCo in school who supports us with any additional needs a child may have.

Please see our SEND, Access, and Single Equalities Policies for more information.

### **Intimate Care**

“Intimate” care is any care which involves washing, touching, or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene, and it is good practise for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Please refer to our Intimate Care Policy for more information.

### **Safety including Safeguarding and Welfare Requirements**

The safety and the welfare of our children is paramount at Shenington C of E Primary School. We have robust policies and procedures in place to ensure their safety.

In Foundation we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children.
- Promote good health.
- Manage behaviour effectively and appropriately.

- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe, and all equipment and furniture is fit for the purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs.

Shenington C of E Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for the role.

The EYFS staff hold the Paediatric First Aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Shenington C of E Primary School. Backing up this policy is a dedicated safeguarding team which includes one Designated Safeguarding Lead and two deputy Designated Safeguarding Leads, one of whom is the EYFS teacher. Staff have access to the 'My Concern' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

### The Role of Parents/ Carers

We recognise the importance of parents/ carers as children's first educators. We believe that they have a significant role in the lifelong education of their child. We strive to create and maintain partnerships with parents/ carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school.
- Talking to them about their child's interests and needs during our introductory sessions in school and at our Home Visits carried out in June/ July.
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ ask questions.
- Inviting them to parent consultations in Autumn and Summer Terms to discuss how their child has settled and share progress and next steps for learning.
- Valuing parents' contributions to learning journeys.
- Encouraging parents to read with their child at home and make comments in their reading books.
- Providing curriculum planning overviews for each topic, each term and highlighting how they can support their child at home.

- Inviting parents for 'parent phonics' session to demonstrate how we teach phonics and help them support their child.
- Welcome parents as volunteers into our school.
- Providing parents with an end of the year summary report detailing achievements and their child's EYFS profile.
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work, and experiences.

### Transitions

Transitions are carefully planned for and significant time to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend an introductory session to develop familiarity with the settings and practitioners. Our Foundation staff also visit the local nurseries and preschools, to familiarise themselves with the children.

Parents/ carers are encouraged to take up the offer of a Home Visit (by the Foundation Teacher). This is a valuable time to talk 1:1 with them and answer any concerns/ queries they may have.

At the end of the EYFS, the Foundation teacher meets with the Year 1 teacher to liaise with them and discuss their individual children and their specific needs.

### Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Lead is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Head Teacher.

All adults in Foundation have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

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| <b>Policy approved by:</b> | <b>The Full Governing Body</b> |
| <b>Policy adopted:</b>     | <b>September 2025</b>          |
| <b>Policy review date:</b> | <b>September 2028</b>          |