

Fiskerton CE Primary School

'Where happy children learn'



Early Years Foundation Stage Policy 2025-27

Flourishing together within the love of God.

As an inclusive and caring church school, we aim to provide an excellent education and develop a life-long love of learning. We see all members of our school family as valued and valuable in the eyes of God, and we support and challenge everyone to achieve their full potential.

"I come to bring life in all its fullness." (John 10:10)

Being a Good Neighbour

Friendship
Peace
Love
Thankfulness

Fulfilling Our Gifts

Wisdom
Self-Belief
Hope
Trust

Serving Others

Compassion
Forgiveness
Responsibility
Respect

Introduction

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils in the Early Years Foundation Stage. This policy is underpinned by DfE document Statutory guidance in the Early Years foundation stage (EYFS) statutory framework.

Vision

The curriculum in Early Years is designed to provide a 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 to flourish in the next stage of their education. We want the children to be confident, independent and resilient learners who are supported in achieving their full potential and flourish as individuals.

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. Our school values are embedded in all that we do and the children are active participants in discussing and identifying when these values are being shown.

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 provide a wide range of adult initiated activities as well as encouraging the children to develop their independence, through selecting resources and activities that interest and engage them as individuals. Teaching is rooted in the children's interests as seen through observations and assessment and provides children with opportunities to consolidate what they have learnt and had modelled to them.

Nature and entitlement of the EYFS

The EYFS is based upon four principles.

- i. Every child is unique
- ii. Positive relationships
- iii. Enabling environments
- iv. Learning and development

A Unique Child

At Fiskerton we embrace the knowledge that every child is a competent learner who can be resilient, capable, confident and self-assured. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as our house point reward system and values trophy, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and those children with particular needs, including SEND, are supported appropriately allowing them to be successful. All children at Fiskerton are treated fairly regardless of race, religion or abilities. Everyone in our school is valuable and valued as part of the 'Fiskerton Family'. We believe that all our children matter and aim to ensure that our children are provided with every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In EYFS we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning 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 of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded on tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs.

- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.
- We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics.
- The use of resources which reflect diversity and are free from discrimination and Stereotyping.

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. Children should be allowed to take risks alongside being taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.

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 the Early Years Foundation Stage

At Fiskerton C of E Primary School we understand that we are legally required to comply with certain welfare requirements which were updated in January 2021 as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We understand that we are required to:

1. promote the welfare of children.
2. promote good health, preventing the spread of infection and taking appropriate action when children are ill.

3. manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
4. ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
5. ensure that the premises, furniture and equipment is safe and suitable for purpose.
6. ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
7. maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavor to meet all these requirements.

Implementation

Positive Relationships

At Fiskerton we recognise that children learn to be strong and independent from secure relationships. Developing caring, respectful, professional relationships with the children and their families is a key part of what we do to ensure that we can provide the best support for each individual. We recognise that parents are children's first and most enduring educators and we value the contribution they make. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We begin to develop these positive relationships prior to the children starting school and continue to enhance them through:

- Writing to all the children when they are allocated a place at our school
- Inviting all parents to an induction meeting during the term before their child starts Reception
- Talking to parents about their child before their child starts in our school
- Visiting children at nursery/preschool settings
- Providing settling in/transition sessions so that the children have the opportunity to spend time with their teacher before they start school (the number of these varies, dependent on individual needs.)

- A transition day where the children get to experience lunchtime in the school hall
- Observations are shared with parents on 'Tapestry' and parents are encouraged to add their own observations of things the children do at home.
- Our open door policy; we encourage parents to talk to the child's teacher if there are any concerns
- There is a formal meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress. Learning Journey books are shared at these meetings.
- Parents receive a report on their child's attainment and progress in the summer term.
- We have a class email that is checked regularly
- We have a twitter account where children's learning and successes are celebrated.
- A topic web is sent home on a termly basis, outlining the theme and range of activities/concepts the children will be learning about.
- Throughout the year we hold events such as a festive fun afternoon encouraging parents and potential pupils to come and spend time exploring our learning environment.

Enabling Environments

At Fiskerton we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities that are linked to those of the rest of the school and provide the foundations for further learning and development.

We often use a story as a basis for topic planning and usually start with an exciting hook to engage children in both the topic and the book. The books chosen range from traditional tales and those the children are familiar with to new and modern texts with a view to promoting reading for pleasure.

Phonics is taught daily through short phonics sessions following the Little Wandle Letters and Sounds Phonics Programme. Phonic sounds are introduced to children each day in an engaging way. Children have reading books which match up with the sounds that they have learnt and know and read these three times a week in school before taking them home to share with parents/carers.

The maths curriculum is taught through daily dedicated sessions. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20.

Weekly Forest School sessions are run for children in early years; these support a range of skills and develop their social interactions. All seven areas of learning are encompassed within these sessions and allow all children to take risks in an unpredictable environment whilst developing leadership skills and promoting mental health and wellbeing.

Assessment is a key part of the teaching and learning that takes place at Fiskerton C of E Primary School. We make regular assessments of children's learning, mainly in the form of observation and we use this information to ensure that future planning reflects identified needs. These observations are recorded in children's individual Tapestry accounts which can be accessed by parents. They also contain information provided by parents and other settings. Formative assessments of number recognition and phonic knowledge are carried out regularly. Within the final term of Nursery and Reception, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. There is opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. There is also an outdoor undercover and open area which all EYFS children have access to which further supports their learning and development. Children are encouraged and supported in accessing all areas of the learning environment, both indoors and out and are

involved in developing ideas for it, allowing them to take ownership for their learning environment.

Learning and Development

At Fiskerton we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Areas of Learning

The EYFS is made up of three prime areas and four specific areas of learning:

Prime Areas of Learning

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

Specific Areas of Learning

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Teaching and Learning Style

We promote:

- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- 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 indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents.

Play

Through play our children explore and develop learning experiences, which helps them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Monitoring and Evaluation

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will

discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The EYFS leader and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

A handwritten signature in black ink, appearing to read 'S. Reeve', with a stylized, cursive script.

Approved by:

Sally Reeve, Chair of Governors

Reviewed: 5th March 2025

Next review due: March 2027