

Crawshawbooth Primary School

EYFS Policy

September 2024

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Crawshawbooth Primary School Early Years Foundation Stage Policy

Our Early Years Foundation Stage policy describes the framework upon which the beliefs and practice of the school are based; this policy should be used in conjunction with the teaching and learning policy, assessment policy and SEN policy.

Inclusion

At Crawshawbooth School all curricular subjects will be taught inclusively to all children regardless of their special needs, race, religion, culture, gender and sexual orientation, whilst at the same time addressing the need for equality.

Our Mission Statement

Crawshawbooth seeks to provide a happy, positive and child centred learning environment. We will promote and encourage curiosity throughout our curriculum, encouraging challenge, memorable opportunities and experiences that will support dreams and aspirations to grow as confident, respectful and resilient individuals.

Our Philosophy

In the Foundation Stage children learn best through play-based learning and first-hand experiences. In the Foundation Stage we aim to do this by looking individually at what each child can do and support them through their learning to reach their potential. We believe that children learn best through a good balance of child initiated and adult led activities and experiences.

At this school we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and valued as an individual.

Supervision

Staff are deployed in the Foundation Stage unit carefully to ensure all children are usually within sight **and** hearing and always within sight **or** hearing.

During Foundation Stage weekly meetings staff are given the opportunity to:

- Discuss any issues concerning children's development or well-being.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Staff are also provided with supervision once per term as a minimum.

Objectives

- To provide a safe, happy and caring environment for learning, which meets the individual needs and interests of the child;
- To develop warm and secure relationships between adults and children;
- To provide a high-quality curriculum in line with the Early Years Foundation Stage Framework;
- For children to become aware of social and moral values;

- To encourage active learning through first-hand experiences both indoors and outdoors;
- To encourage children to become independent, resilient learners with a positive attitude to learning and self-discipline;
- To value the cultural diversity within the local community;
- To foster positive home/school links and share a common sense of purpose with parents. The key person is fundamentally the class teacher with the teaching assistants contributing towards the care and learning for the children.

The Foundation Stage

The content of the curriculum within the Early Years Foundation Stage unit is set out within the EYFS document. Guidance is given on effective learning and teaching through the 7 areas:

Prime Areas

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Specific Areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

* Religious Education is statutory and is to be taught separately*

The learning within each of these areas is progressive from children's starting points. It develops the knowledge, skills, understanding and attitudes that children need to learn during the Foundation Stage in order to achieve the Early Learning Goals by the end of the Reception year.

Organisation

The Foundation Stage is comprised of two classes and is run as a unit with children free-flowing throughout their own classroom and the shared areas. Within the Foundation Stage there are two classrooms, an outdoor classroom, a shared area, a garden and the infant playground.

The shared area has a permanent roleplay area, a small world area and malleable area. All storage in the resource area is low level and clearly labelled.

Both classrooms have a reading corner, a writing and mark making area, a maths area, a phonics area and a computing area, an arts and crafts area along with tables and chairs for adult led activities.

The outdoor classroom acts as a construction area for our children. It has building blocks and big construction resources used to create large structures. It also has a kitchen and in the winter, a sand area.

The infant playground has a container for storage as well as railings around the playground for additional safety. Bicycles, scooters and gross motor activities are provided regularly.

The Foundation Stage garden has a willow tunnel, mud kitchen, reading shed, maths shed, music/sound making area, water area, sand area, large construction, stepping stones, various tyres for small world play, a pond and gardening areas with a range of plants and herbs. A selection of activities are available for children to access independently whilst outdoors. These activities are changed regularly and are designed to enhance children's learning.

All Foundation Stage staff have a sound knowledge of the Early Years curriculum and have high expectations of the children. The style of teaching and organisation of the curriculum changes gradually over the year as the children develop and to provide challenge. The team meet on a weekly basis to share plans and observations.

The Value of Outdoor Play

All children have the right to experience and enjoy the essential and special nature of being outdoors in all weathers ('Developing Effective and Outdoor Learning Environments' - Dawn Gosling - Lancashire Early Years Consultant).

We plan for adult-led activities throughout the school day. The children additionally have free-flow access to the outdoor area throughout the day during their child-initiated play.

The outdoors is a real, living environment and requires real responses, such as planting seeds, collecting water for watering plants, feeding birds or building a rain-proof or shady shelter.

Transition from Pre-school/Nursery to full time Education

Our aim is to establish a smooth and successful transition into school. This is facilitated by a well-established induction process which involves:

- New parents' meeting with an introduction to the school and an opportunity to meet their child's new teachers.
- An accompanied visit when the children come into school with a parent or guardian to play.
- An unaccompanied visit when the children come into school on their own to play.
- A Forest School session.
- Visits to pre-schools and nurseries.
- Liaison with outside agencies.
- Home visits by the teachers.

Role of the Early Years Lead

It is the role of the Early Years Lead, under the guidance of the head teacher:

- To lead the delivery of the Early Years curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within Early Years and carry out or organise training if and when required.
- To monitor and update resources and draw up and manage a budget.
- To ensure a smooth transition into school through the induction process.
- To ensure a smooth transition into KS1.

Assessment

All pupils have a baseline assessment at the start of Foundation Stage.

Teachers will complete the Foundation Stage Profile for each pupil at the end of the Foundation Stage. The profile is completed by the class teacher but with input from the whole Foundation Stage team through ongoing observations.

Assessment and observations, which are currently recorded using writing books and the Seesaw app, inform planning which enables us to complete the profile and to deliver a curriculum that is specific to the children's needs.

This policy will be reviewed annually or as and when needed.

The policy was written in September 2010.

It was reviewed in September 2011.

The Governors approved the policy in November 2011.

The policy was reviewed and approved by Governors in May 2012, May 2014, April 2015, May 2016, May 2017, May 2018, May 2019, May 2020, May 2021, May 2022 and May 2023.