



‘Where Every Door is Opened and Every Gift is Unlocked, sharing God’s light, spreading God’s love, following God’s path’

POLICY FOR EYFS 2024

‘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 experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.’
(Statutory Framework for the Early Years Foundation Stage)

Intent

We aim to develop an engaging, creative EYFS curriculum, which develops children as confident learners who work in collaboration with others. We provide children with an environment in which they feel safe and secure, where they are not afraid to face challenges and are encouraged to take risks. Where children are given a wide variety of opportunities to develop their knowledge and skills. Through an exciting, interactive, enabling environment, we aim to develop our children as independent learners who follow their own interests, showing curiosity and resilience. A range of opportunities such as, forest schools, baking, write dance, yoga, trips and PE sessions are used to further develop the curriculum.

We use the whole school overarching theme to teach the skills and knowledge children require at each stage of the EYFS in the 7 areas of learning. However, priority is given to children’s interests and fascinations, providing children with a range of activities and experiences within each topic. We prioritise the Prime areas of the curriculum as these underpin all the specific areas.

Implementation

We recognise the importance of play and its impact on all learning and development for young children. Most children play spontaneously although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and spiritually and emotionally. By providing well-planned experiences based on children’s spontaneous play, both indoors and outdoors we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems.

Continuous provision forms an essential part of our environment in EYFS and children are encouraged to become independent learners by selecting their own resources to help them solve a problem. Clearly defined areas in each classroom enable children to focus their learning and develop skills in specific areas. The outdoor environment is a vital part of our practice and children have the opportunity to free flow throughout their day.

Staff plan activities and resources both inside and outside enabling children to develop in all areas of learning. In a secure, enabling environment with effective adult support, children will be able to;

- Explore and develop learning experiences, which help them make sense of the world.
 - Practice and build upon previous concepts, ideas and skills.
- Learn to take risks in a safe environment and understand the need for rules.
 - Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.

Adults in the setting will teach and support learning by;

- Communicating and modelling language and vocabulary.
 - Showing and explaining.
- Demonstrating offering own experience.
 - Exploring and clarifying ideas.
- Using effective open-ended questioning.
- Providing a narrative for what they are doing.
 - Facilitating.
- Setting challenges.

Impact

Baseline

On entry to Nursery or school, the FS1 and FS2 team baseline the children using observations recorded within the first four weeks. The Leuven scale of well-being are used as an indicator of readiness for learning and once pupil's involvement and well-being levels are high enough, attainment in all areas of learning is recorded. Reception children will also engage in the statutory baseline in the first 6 weeks of starting school. This baseline assessment is then recorded on Insight.

During the year

Throughout the year all foundation stage staff complete continuous assessment through high quality questioning during their daily classroom practice. Observations, adult interventions and focus tasks are used to constantly assess children's learning and progress. These assessments inform planning and the levels of questioning used during weekly activities, they allow staff to identify focus children and specific groups of learners who need extra support to make progress towards their targets. If a child is not on track to be working at age related expectations, an intervention needs to be put in to place to help the child with that area of learning. These children will then be discussed during pupil progress meetings with the EYFS lead.

Pupil progress meetings:

The EYFS lead meets with every EYFS teacher and Teaching Assistant to review individual pupils progress after each key point of assessment. Focus children and any potential barriers are identified and intervention/extra support is planned to help enable children to reach their goals.

Home/Community

At Church Walk we recognise that parents/carers are children's first educators and we value the contributions they make to their child's education. We do this by;

- Sharing information with parents/carers about their child.
- Having an open door policy, whereby staff are always available for parents to discuss any queries or concerns.
- On transition to full time school, inviting all parents/carers to an induction meeting the term before.
- Twice yearly formal parents' evenings, where parents/carers have the opportunity to discuss in depth their child's progress and attainment.
- Termly Stay and play sessions with a specific focus to support child's learning

'Love Your Neighbour as Yourself'. Mark 12:3

