



Early Years Foundation Stage (EYFS) Policy

Introduction

The Early Years Foundation Stage (EYFS) at Booth Wood Primary School aims to provide a safe and happy environment with motivating and enjoyable learning experiences which enable children to become confident, independent learners. We seek to provide a range of rich, meaningful, first-hand experiences in which children explore, think creatively and are active. Every child is valued and all practitioners work alongside each other to ensure individual needs are met and each child reaches their full potential.

The Statutory Framework for the Early Years Foundation Stage (DfE, 2023)

In accordance with The Statutory Framework (DfE, 2023), we seek to provide:

- Quality and consistency**; so that all children make good progress and no child gets left behind
- A secure foundation**; through learning and development opportunities which are planned around the needs and interests of the children
- Partnership working**; between practitioner and parents/carers
- Equal opportunity and anti-discriminatory practice**; ensuring that every child is included and supported

The Curriculum

Learning and Development

At Booth Wood we rely on the four guiding principles of the Statutory Framework (DfE, 2023) to inform and shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**
- Children **learn and develop in different ways and at different rates**

The EYFS requirement for learning and development is comprised of seven areas:

The Prime Areas:

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

The Specific Areas:

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

At Booth Wood we provide a balanced, child-centred curriculum which supports learning, via a mix of adult led and child-initiated activities, across the seven areas of learning. We recognise that the seven areas of learning are closely intertwined and so aim to provide holistic learning opportunities which allow children to make links in their learning. Whole group and small group activities, which increase as children progress through the reception year are planned for and provision is made for daily teaching of phonics, Literacy and Mathematics.

We recognise the value of play as an essential and a rich part of the learning process. Play is a powerful motivator, encouraging children to be creative and enabling them to investigate, explore and make sense of the world. In planning play opportunities, both structured and unstructured, we reflect as practitioners on the different ways children learn. We aim to provide a stimulating environment which encourages children to free flow between indoors and outdoors and provides opportunities to apply newly acquired knowledge, demonstrating skill and understanding. During children's play, practitioners interact to support and challenge children and further promote learning and development. When guiding children's activities, practitioners at Booth Wood take care to consider the Characteristics of Effective Teaching and Learning:

- Playing and exploring:** children investigate and 'have a go'
- Active learning:** children concentrate, keep on trying and enjoy achievements
- Creating and thinking critically:** children have and develop their own ideas, make links and develop strategies

Planning, Observation and Assessment

The EYFS Statutory Framework (DfE, 2023) and the Early Learning Goals inform the long-term plan. Short term planning is created to reflect the individual learning and development needs of the children. Early intervention is provided for those children who require additional support.

Assessment is an essential part of our daily practice. Assessment is made through practitioner observations during both adult-led and child-initiated activity. All practitioners are involved in making observations. Observations are evaluated and inform planning, learning priorities are identified, progression in learning is made and children's interests and fascinations are valued. Children's views of their personal learning and development are sought. Whole class learning experiences are recorded and shared with parents/carers using the Weduc platform. Objective led activities are planned using the Development Matters Guidance (DfE, 2023) in order to provide accurate information of children's attainment across all seven areas of learning.

Parents/Carers as Partners

We strive to create partnerships with parents and carers in recognition that together we can have a significant impact on children's learning. We welcome and encourage parents to share their children's learning and interests outside the school environment via the Weduc platform. This provides opportunities for children to share photographs and parent's observations with their peers within the classroom. We aim to provide parents and carers with regular updates relating to the topics we are learning about in class and the skills we are teaching, so parents and carers can support their children's

learning and development consistently at home. We ensure our parents/carers are aware of the procedure should they wish to speak to a member of the reception class team regarding their child's learning and development or if they have any worries or concerns.

Health and Safety

Children's safety is paramount. We create a safe and secure environment, with the **safeguarding and welfare requirements** of the EYFS Framework (DfE 2021) in mind. We provide a curriculum which teaches children how to stay safe, to assess risk and to make suitable choices. We promote healthy living including growing our own vegetables and using these to make healthy snacks on our snack bar. All staff adhere to policy and procedure documents, including those relating to Forest School.

Transition

Transitions are carefully planned for and time is given to ensure continuity in learning. We acknowledge that children may be vulnerable at transition times and implement a range of strategies including seeking to establish effective professional relationships with nurseries and pre-schools to support a smooth and happy transition. It is acknowledged transition to Year 1 is a process, not an event, and a smooth transition to Year 1 is supported by the reception team and Year 1 staff.

To be read in conjunction with:

- Admissions Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Special Educational Needs Policy
- Anti-bullying Policy

This policy will be reviewed annually.

Reviewed: September 2023

Next Review: September 2024

Signed: _____ (Chair of Govenors)

Date: _____