



This policy should be taken and used as part of South Marston Church of England Primary School's overall strategy, and implemented within the context of our vision and values.

School Vision

***'Encourage one another and build each other up' 1 Thessalonians 5.11
Flourishing together with community, hope, perseverance and friendship.***

This policy is based on the requirements set out in the Statutory Framework for the Early Years Foundation Stage 2021.

South Marston CE Primary School Early Years Foundation Stage consists of Reception and Preschool children. At times, this also includes year 1 children as we are a school with mixed year group classes. We admit children from their 3rd birthday until they reach full time school age.

Intent

Aims and Objectives

Our aim in the EYFS is to build strong foundations for learning, providing an **engaging, purposeful environment in which children feel secure and confident**. We aim to meet the aims of the statutory EYFS Framework:

"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." EYFS Statutory Framework, DfE 2021

These aims ensure that our practice is shaped by the four guiding principles of the EYFS:

- 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**
- 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 and/or carers.
- Children embrace **learning and development** in different ways and at different rates.

Our planning, provision and environment is guided by our regular observations of the children's needs, interests and stages of development across the seven areas of learning. Through observations, we can reflect on the way the children learn using the Characteristics of Effective Teaching and Learning as a guide:

Playing and Exploring (engagement)

Active Learning (motivation)

Creative and Thinking Critically (thinking)

Curriculum

Our EYFS follows the curriculum as outline in the 2021 Statutory Framework of the EYFS. This includes 7 areas of learning and development that are equally important and inter-connected. The 3

prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive:

- Communication and language
- Physical Development
- Personal, social and emotional development

These prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

During academic years when we have mixed year groups of Reception and Year 1 children, the curriculum is adapted to include Year 1 objectives and areas of the Year 1 curriculum.

Inclusion & SEN

We believe that all children are entitled to a learning environment in which they are encouraged to reach their potential in a supportive atmosphere which fosters a growth towards independent learning appropriate to their age and stage of development. At this school we aim to provide all pupils, regardless of ability, race, disability or gender, equal access to the curriculum. Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum offered.

Implementation

The Early Years' Environment

Children learn best in a stimulating but ordered environment where the opportunities for active learning are thoughtful and purposefully planned and adapted to the needs of the children. Areas in the classroom are designed to support different areas of the curriculum. As we teach new aspects of the curriculum, the environment will be changed or added to support the children in applying new skills and knowledge they are working on.

Play in EYFS

At South Marston we recognise that play, together with language, is the primary means through which children learn about themselves, others and the world around them. Most children play spontaneously although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we can then 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.

Role of the Practitioner

Staff in our EYFS work alongside the children in both Child-led and Adult-led activities. They support children's development through questioning, modelling and encouragement. Staff use observations of the children to identify learning needs, strengths and next steps. In Preschool, your child will be assigned a Key Person. In Reception, your child's class teacher will be their Key person, supported by the class Teaching assistant. The role of the Key person is to ensure your child's learning and care is tailored to meet their individual needs and communicate these with parents and carers.

EYFS Staff share best practice with each other, and with other EYFS teams from across the trust. They regularly work together to develop their own expertise.

Curriculum & Timetabling

Our Curriculum is delivered through a mix of adult led sessions/input, activities set up in the environment and child initiated activities. Each term we base our learning around a different topic (such as Castles, Dinosaurs, Under the sea). These are often planned in advance but adapted to each cohort's interests and needs. Topics are introduced through high quality texts and built on through a range of activities. Some areas of the curriculum may be taught in standalone sessions - this could include Religious Education, Physical Education, and celebrations of special days such as Harvest, Easter, Road Safety, etc.

Reading/phonics

At South Marston School we follow the Read Write Inc programme for Phonics. This begins in Preschool when children's listening skills are developed, and the first sounds are introduced. In Reception, Phonics is taught daily. During the Autumn term, listening skills are further developed, segmenting and blending skills practiced, and the sounds and letter formation are taught for the first set of sounds. When the children are ready, they are then placed into smaller groups to suit their needs. These groups are reviewed regularly and children are moved between groups as needed. Phonics resources are always available in the reception classroom environment so children

Working with Parents/carers and the Wider Context

At South Marston, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development through observations shared via Tapestry and through parents' evening appointments across the year. We also provide relevant information sessions for parents on different aspects of the EYFS.

At South Marston we also work in partnership with other settings, other professionals and with individuals and groups in the community to support children's learning and development. We have regular network meetings across the academy trust, close links with the local church and have invited in members of the community to talk about their roles.

Safety

The safety and welfare of our children is at the heart of our provision. Staff support children in feeling safe and developing positive relationships. The children are introduced to our school rules of Ready, Respect and Safe as soon as they join our school. As the children explore and play, they also learn to take risks and are supported in doing so in a responsible way.

In our school, we have robust policies and procedures in place to ensure the children's safety and comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage. These include following procedures laid out in our Behaviour and Safeguarding policies, as well as ensuring our PSHE scheme of work covers areas such as making relationships and staying healthy.

Assessment

Ongoing assessment is a key part of our observation, reflection and planning cycle. Our observations help us identify levels of achievement, interests and learning styles, which then shape the future planning. Observations from home are also considered within this process.

Our baseline assessment is completed in the first 6 weeks of Term 1. This comprises of home/setting visits for those not coming from our preschool, observations, adult-led activities, enhanced provision, information gathered from parents/carers. These are then tracked against the age related statements from Development matters, and any areas of concern are identified.

At the end of Reception, all children are assessed against the ELGs as emerging or expected for each of the 17 aspects of learning as set out in the Early Years Foundation Stage Profile. The results of this are then shared with parents through their annual report.

A Good Level of Development (GLD) is achieved by reception children who have achieved 'expected' in all of the prime areas of learning as well as in reading, writing and maths.

Impact

Unique Child

The impact of our EYFS curriculum, provision and environment is reflected in having flourishing and confident children who are ready to transition to Year 1. Children will enter year 1 with key skills they have developed in the Early years, and use these to support them in the transition to more formal learning. The children's new teacher will be aware of their individual needs and the children are excited to be started Year 1.

Children's progress is assessed across the year with the aim of all children making a Good Level of Development.

Policy Owner	School Based Policy
Policy Approved by	Academy Council
Latest Review Date	May 2024
Next Review Date	May 2026
Level	Level 4
DBAT Policy levels:	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council