



Early Years Foundation Stage Policy

Compiled by:	Key Stage One Leader
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Amendments:	January 2022 - no changes January 2025 - Letterhead & vision updated

"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." Statutory framework for the early year's foundation stage, Department for Education 2021

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Turton Edgworth CE/Methodist Primary School



Always, 'Doing all we can' and celebrating 'Life in all its fullness'.

"You will have life and life in all its fullness" (John 10:10) "Do all you can" (John Wesley)

Our Intent and Aims

Within Early Years at Turton and Edgworth Primary School we aim to:

- Provide a secure and caring environment
- Ensure every child can fulfil his/her academic, creative, physical and personal potential
- give each child a happy, positive and enjoyable start to their school life
- establish solid foundations and foster a deep love of learning
- offer a broad and rich curriculum
- support children to build relationships through the development of social skills such as cooperation and sharing

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS) and four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Implementation

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have one full time Reception class. Our Reception class has a teacher and a full-time teaching assistant.

The Curriculum

Our Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021)

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The prime areas are:

- Communication and language-Listening, Attention and Understanding Speaking
- Personal, Social and Emotional Development-Self-regulation, Managing Self, Building Relationships
- Physical Development-Fine Motor, Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas:

- Literacy-Comprehension, Word Reading, Writing
- Mathematics-Numbers, Numerical patterns
- Understanding the World-Past and present and People, culture and communities
- Expressive Arts and Design-Creating with materials and being imaginative and expressive.

We enrich the Early Years framework with our own carefully planned curriculum to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum and the PSHE Jigsaw scheme. Our teaching of synthetic phonics is based on the Letters and Sounds scheme and our teaching of mathematics is guided by the White Rose Maths Hub.

Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Children can access each area of learning, independently throughout the day. Our Reception classroom and outdoor area are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play.

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Characteristic of Effective Learning

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are:

- Playing and Exploring- children investigate and experience things and 'have a go'
- Active Learning- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. In the afternoon, much of the time is spent with children self-selecting tasks and, in the morning, it is more adult led, focused activities. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. There is a timetable and there are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Story time and reading are important parts of the day. We want our children to develop of lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. In Reception every child is provided with their own book bag and will receive a 'reading' book throughout the week. In school they will share this book with an adult either on a 1:1 basis or in a small group.

Planning

The Early Years Foundation Stage Curriculum provides the basis for planning for our Reception class. The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon topics, with discrete lessons in phonics, English and maths. Teachers plan topics according to children's interests, experiences and prior learning. Progress is monitored termly.

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Parent Partnership

We believe that education is a shared responsibility between school and home. We therefore work very closely to ensure that parents/carers are involved in their child's education, and provide them with information on how they can support their child at home. We do this by holding a phonics and maths meeting at the start of the school year. We ensure that parents/carers are kept up to date with their child's progress and development, through online learning journeys and parents' evenings. We understand the importance of parents/carers views, so provide opportunities for feedback throughout the school year. We offer workshops to provide parents/carers a chance to work with their child in the school environment.

Safeguarding

It is important to us that all children in the school are safe. 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. We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. Please see our Safeguarding and child protection policy on our school website for more information.

Impact

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we aspire for *all* to reach out to the wider community and world, as they achieve their full potential academically, socially, culturally and spiritually.

A successful Early Years will enable children to be explorers and to feel confident to make mistakes. The children will be ready to embark on their next journey into Key Stage 1 and will be excited when faced with new learning and challenges.

Assessment

At Turton and Edgworth Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are then used to inform future planning. Observations and assessments are recorded on children's online learning journeys (Tapestry) which parents can access and also in work books. At the end of the EYFS (end of Reception), the class teacher completes the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 16 early learning goals, indicating whether they are:

'Expected' - meeting expected levels of development

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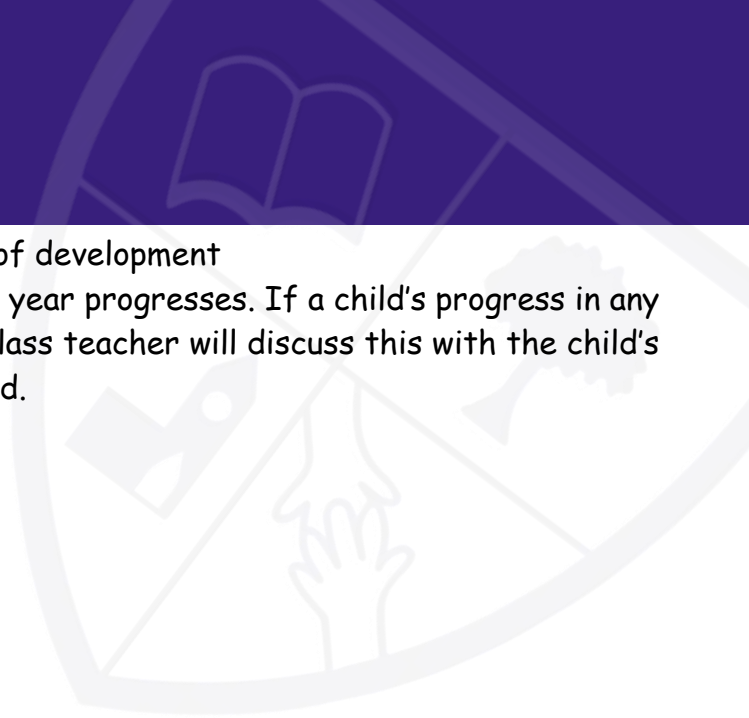


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'Emerging'- not yet reaching the expected levels of development

Children's development levels are assessed as the year progresses. If a child's progress in any of the prime areas gives cause for concern, the class teacher will discuss this with the child's parents/carers and agree how to support the child.



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