



At Goostrey Primary School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. We aim to provide the highest quality of care and education for all the children in the Reception class. We want to provide the children with secure foundations for them to build upon for the rest of their lives.

Our Intent

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Quality and consistency, so that every child makes 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 each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

'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.' (Statutory Framework for Early Years Foundation Stage)

Our Implementation

We adhere to the [Statutory Framework for the Early Years Foundation Stage 2021](#) document (Department for Education, 2021) and the guiding principles that shape practice within Early Years settings.

We base our practice on four principles:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

At Goostrey we put these principals into practice by providing a balanced curriculum which takes children's different stages of development into account and provide early intervention for those who require additional support. We promote equality of opportunity and anti-discriminatory practice. We work in partnership with parents. We plan challenging learning experiences, based on individual needs, which are informed by observation and assessment. We provide a safe and secure learning environment. We enable choice and decision making and foster independence and self-confidence.

Learning and development

Goostrey School promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The three Prime Areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills

- Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The Specific Areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Planning:

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of child development across the seven areas of learning and development to enable the children to achieve the Early Learning Goals. We want to make learning effective, exciting, varied and progressive for all the children. Effective learning builds on and extends what children know and can do. It draws upon secure knowledge of child development and is always informed by observations we have made of the children, in order to understand and consider their current interests,

development and learning. All practitioners who work in reception are involved in this process.

We create loose long- and medium-term plans based on a series of topics, each of which offers experiences in all seven areas of learning. Throughout each topic the children are encouraged to share their ideas for learning experiences with us we also do a pre planning session where we find out what the children already know. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to facilitate learning and skill development, or to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding

and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school ensures that the teacher and the staff in the class actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent the teacher and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The class teacher will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the class teacher will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Transition from preschools:

We want all new starters in Reception to be excited and happy to be at school. Mrs Flint visits all pre-school settings to meet the children and have a chat to their key workers. This is an informal chat about the child and how best to help them with the transition. All children are offered a visit to spend a half day in school in the summer term and if they staff feel the child needs any additional visits these will be arranged.

All families get a photo booklet of the class and Infant school and photos of the staff members in the class. A copy is also given to the pre-schools. In early September a parent meeting is arranged and in early October a class social is organised with all siblings invited too. We also put on a phonics evening to show parents how we teach at school.

Transition into Year 1:

We aim to make the transition from Reception to Year 1 seamless and this begins early on in the year. Informal discussions with Ms Cummins in Year 1 happen regularly the year. The children get to know the Ms Cummins, the Year 1 teacher, as she runs an assembly and a playground duty once a week. We have one weeks of transition towards the end of the summer term. The teachers moderate work together. A more formal hand over is arranged in the last week of term.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policies and all members of staff in the EYFS are required to read these policies.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Health and safety

The school will promote the good health of children in the EYFS.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.