



# Early Years Foundation Stage Policy

## 2025-2027

### BIENNIAL

POLICY HISTORY (starting with the new cycle started in 2011)

Policy / Version Date	Summary of change	Governor adoption Date	Signed by the Chair	Next Review Date
1	Reviewed from old policy by SO	Spring 2012		Spring 2013
2	Reviewed using Devon exemplar policy by KC/CC	November 2014		Autumn 2015
3	Reviewed by FV and KC	March 2015		Spring Term 2016
4	Reviewed by SOT	29/3/18		Spring Term 2020
5	Reviewed by SOT	Spring 2021		Spring Term 2022
6	Reviewed by SOT	Spring Term 2023		Spring Term 2025
7	Reviewed by SOT	13 <sup>th</sup> March 2025		Spring Term 2027

## Early Years Foundation Stage Policy

“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 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)

### Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Bickleigh Down CE Primary School, children are admitted at the age of four, into one of the two Foundation Stage classes, and remain until they reach Year Six.

The Early Years Foundation Stage seeks to provide:

- quality and consistency in all Early Years settings, so that every child makes good progress, and no child gets left behind.
- a secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- partnership working between practitioners and with parents and/or carers.
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

### **Aims:**

Our aim at Bickleigh CE Down Primary School is to support, foster, promote and develop the prime and specific areas. We do this by providing a supportive, high-quality play-based learning environment for the children to thrive by caring, growing and shining together. We aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive from preschool settings. Our play-based EYFS curriculum places a high emphasis on developing language and communication skills.

### **We aim to:**

- Provide a curriculum that offers children a wide range of opportunities. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide high expectations encouraging them to develop perseverance, independence, and self-belief so that they can problem solve and achieve far more than they expected.
- Provide a learning environment that helps children achieve their potential,

achieve good progress from their starting point and support those who need additional help in order to maximise their chances of achieving the

### Early Learning Goals.

- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.
- Form excellent working relationships with our families, so that together, we can best support a child's learning and individual needs.

The early years experiences we offer at Bickleigh Down CE Primary School are based on the following principles:

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

### Unique Child

"Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured." (Statutory Framework for the Early Years Foundation Stage)

At Bickleigh Down CE Primary we give every child the opportunity to achieve their best. We have realistic and challenging expectations that meet the needs of all our children across the areas of learning and development. We achieve this by planning to meet the needs of boys and girls, children with disabilities, children with additional educational needs, children with medical needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children by:

- planning opportunities that build upon and extend children's knowledge, skills, experience and interests
- planning opportunities to develop their well being, self-esteem and confidence, including experiences that provide risk and challenge
- using a wide range of teaching strategies based on children's learning needs
- providing a secure and supportive learning environment in which the contribution of all children is respected and valued
- using resources which reflect diversity and are free from discrimination or stereotyping
- planning challenging and appropriate experiences for higher achieving children
- monitoring children's progress and providing additional support when identified
- using age appropriate ways to seek the views of all children through observing, listening and discussion
- seeking advice from specialist agencies where appropriate.

## Positive Relationships

“Children learn to be strong and independent through positive relationships.” (Statutory Framework for the Early Years Foundation Stage)

At Bickleigh Down CE Primary we believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers and families. Each child has a key person, i.e. the person with whom they form a special attachment. The key person is responsible for ensuring that the child feels safe and cared for, in order to develop a positive sense of well-being and achievement. This is usually the class teacher with support of the Learning Support Assistant.

We meet the needs of all of our children by:

- working with parents right from the start to find out about their child's needs, feelings and interests by offering home visits and/or a phone call.
- developing effective partnerships with families throughout the year by offering regular opportunities for them to talk about their child's progress. For example: Sharing Thursdays; looking at their learning journeys, parent voice on Tapestry (our Online Learning Record which parents have access to), Stay and Play sessions and offering regular parents evenings.
- encouraging families to talk to their child's class teacher, as well as other staff members to foster two-way communication with parents / carers and families
- helping parents to support children's learning and development
- recognising that friendships and relationships are an important part of a child's development from birth.

## Tapestry

We use the online journal, 'Tapestry'. This is a secure, online system used to create individual E-Learning Journals to record the experiences and development of each child in our setting. 'Tapestry' allows us to work with parents to share information and record the children's learning, both in and outside of, our setting. Parents can access their child's learning journal and next steps. Parents have the ability to comment on the observations made in school, as well as contributing their own comments about their child's learning and achievements at home. Family engagement is very important to us and forms part of each child's learning journey.

## Enabling Environment

“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.” (Statutory Framework for the Early Years Foundation Stage)

At Bickleigh Down CE Primary our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. Opportunities are provided for children to take part in a wide range of experiences and to extend their interests.

We meet the needs of all of our children by:

- encouraging children to communicate and talk about their experiences
- developing children's independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- using the outdoor environment on a daily basis to enhance learning and development
- providing first hand experiences where possible
- analysing children's responses to different situations and identifying their future learning needs
- using materials and equipment that reflects both the community that the children come from and the wider world
- encouraging a positive attitude to learning by ensuring our planning begins by observing the children, in order to consider their current interests, developmental stage and learning style.

We plan to build on what the children know, understand and can do.



At Bickleigh Down CE Primary we work in partnership with parents / carers, other settings, other professionals and with individuals and groups in the community to support children's learning and development.

We work closely with the local pre-school settings and have a clear and comprehensive plan for transition. We understand the importance of a supportive and well thought out transition and regularly liaise with the pre-schools and other outside agencies to ensure that the provision is appropriate for all children's needs.

## Play

At Bickleigh Down CE Primary we recognise that play underpins 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 emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside 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.

## Learning and Development

There are seven areas of learning and development in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas are:

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

The other areas (specific areas) which the three areas are strengthened and applied include:

- literacy
- mathematics
- understanding of the World
- expressive arts and design

All of the areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities, both indoors and outdoors.

At Bickleigh Down CE Primary we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the EYFS.

## Personal, Social and Emotional Development (PSED)

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings

and those of others. Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We achieve this in a variety of ways:

- teaching, modelling and promoting our school vision of 'Spurring each other on with love'
- forming warm, caring attachments
- establishing constructive relationships with parents, with everyone in the school and with professionals from other agencies
- acting as positive role models and taking account of different needs and expectations
- building children's confidence to take manageable risks in their play providing support and planning experiences that offer challenges
- giving encouragement and appropriate praise
- planning opportunities for children to play by themselves, in pairs and groups and support the development of independence skills and a positive attitude to learning
- providing time and space for children to concentrate on experiences and to develop their own interests
- establishing opportunities for play and learning acknowledging children's particular religious beliefs and cultural backgrounds
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, additional educational needs and disability.
- through supported interaction with other children, children learn how to make good friendships, co-operate and resolve conflicts peaceably

### Communication, Language (CL)

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

We achieve this in a variety of ways:

- supporting children to communicate their thoughts, ideas and feelings and building relationships with adults and each other
- sharing high quality stories daily
- identifying and responding to particular difficulties in children's language development at an early stage - Language Links and NELI
- talking with and listening to children to engage them in conversation
- linking language with physical movement in action songs, rhymes, role play and practical experiences, for example, cooking and gardening
- showing awareness of and sensitivity to the needs of children learning English as an additional language, using their home language, where possible

- providing time and relaxed opportunities for children to develop spoken language through sustained conversations between adults and children, both in one to one and in small groups and between children themselves.

### Physical Development (PD)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

We achieve this in a variety of ways:

- by creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- valuing children's natural and spontaneous movements, through which they are finding out about their bodies and motivating them to be active
- providing a range of equipment and resources that are challenging and interesting and can be used in a variety of ways to support the development of specific skills
- introducing vocabulary to children alongside their actions
- supporting children to understand about good health, for example, use of sunscreens, sleeping, hygiene, eating, tooth brushing and exercise
- providing space and time for children to engage in energetic play, to set their own challenges, persevere and practice
- providing opportunities to take controlled risks, e.g. climbing higher than they have previously in order to develop their physical skills
- provide a range of opportunities for children to develop their fine motor skills which will also help with their pencil control.
- repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools

### Literacy (L)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). We achieve this in a variety of ways:

- teaching daily phonics, following the RWI scheme
- matching the children's reading books to the sounds they are learning

- providing daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, stories and poetry
- providing positive role models by reading and writing and showing children what can be written and read
- planning an environment that is rich in vocabulary and high quality adult interactions (ShREC - share, respond, expand, conversation) and one that takes into account children's different interests, understanding, home backgrounds and cultures
- planning and teaching sequences of phonics lessons, with clear progression, which match the needs of the children.
- starting with high quality texts to inspire and enthuse the children

### Mathematics (N)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to subitise, count, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

We achieve this in a variety of ways:

- by providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting
- developing mathematical understanding through all children's early experiences including songs, stories, games and imaginative play
- provides opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures
- encouraging and valuing children's exploration of real life problems
- using mathematics as an integral part of daily experiences, modelling and encouraging child participation
- develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', encourage the children to talk to adults and peers about what they notice and not be afraid to make mistakes.

### Understanding the World (UTW)

Understanding the world involves guiding children to make sense of their physical world and their communities through opportunities to explore, observe and find out about people, places, technology and the environment

We achieve this in a variety of ways:

- creating a stimulating environment that offers a range of experiences to encourage children's curiosity and interest
- making effective use of outdoors, including the local neighbourhood
- inviting families and carers to share their experiences of the wider world
- using correct terms / vocabulary and asking open ended questions

- planned opportunities are based on first-hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion
- encouraging children to talk about and reflect upon their experiences
- supporting children's use of ICT.
- enriching and widening the children's vocabulary to support with reading comprehension.

### Expressive Art and Design (EAD)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. As well as providing opportunities and encouragement for sharing their thoughts, ideas and feeling through a variety of activities in art, music, movement, dance, role-play, and design and technology. We achieve this in a variety of ways:

- valuing what children can do and children's own ideas
- providing a stimulating environment where creativity, originality and expressiveness are valued
- allowing time for children to explore and express their ideas in a variety of ways

### Characteristics of Learning

The characteristics of effective teaching and learning describe the factors which play a central role in a pupil's learning and in becoming an effective learner.

The three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### Roles and Responsibilities

The Foundation Stage leader is Sarah O'Toole.

In each Foundation Stage class there is a teacher and at least one teaching assistant depending on the needs of the children in that class.

### Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Bickleigh Down CE Primary receive regular training. The identification of training needs of all adults is part of an on-going process.

### Quality Improvement

At Bickleigh Down CE Primary, we work closely with the Local Education Authority to ensure that provision is appropriate and to monitor and track progress. Annually we moderate Foundation Stage results and use this to inform school improvement.

### Monitoring and Review

It is the responsibility of the EYFS teachers to understand and adhere to the principles stated in this policy. The Headteacher will monitor implementation of this policy as part of the whole school monitoring schedule.

There is a named Governor responsible for the EYFS. This Governor will meet with the EYFS teacher / leader on a regular basis (possibly once a term) to discuss practice in the EYFS and feedback to the Governing Body.

### Footnote:

All maintained schools, non-maintained schools, independent schools, and childcare registered by Ofsted on the Early Years Register (to be introduced September 2008) are required to meet the EYFS requirements. From September 2008, it is the legal responsibility of these providers to ensure that their provision meets the learning and development requirements, and complies with the welfare regulations, as required by Section 40 of the Act.

(Statutory Framework for the Early Years Foundation Stage p.8)