



## **Oxspring Primary School**

**Policy Title: Early Years Foundation Stage (EYFS)**

**Date of Review: Autumn 2023**

**Review by: Autumn 2026**

**Signed by:**

**Chair of Governors**

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# OXSPRING PRIMARY SCHOOL

## Early Years Foundation Stage (EYFS) Policy



### **A.Introduction**

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Oxspring Primary School.

### **B.Aims and Principles**

The policy is underpinned by the central aims of Oxspring Primary and values held by the school community:

### **C.Aims of the school**

- Oxspring is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Oxspring School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

### **D.Background Information**

Oxspring Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

## **E. Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **F. Legislation**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) September 2021.

## **G. Structure of the EYFS**

The EYFS caters for children from four to five years of age. At Oxspring, children join the school as full time pupils each September, working in FS2. This is also referred to as their Reception year. Reception children access an engaging indoor environment as well as a large outdoor space with a wooded area.

## **H. Curriculum**

Our curriculum has been developed around the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), September 2021, and also the non-statutory guidance, Development Matters, revised July 2021 and Birth to 5 matters 2021.

The EYFS Framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas, known as the prime areas, are seen as particularly important to for developing children's curiosity and enthusiasm for learning, form relationships and thrive.

The **prime areas** are:

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

The prime areas are strengthened and applied through 4 **specific areas**:

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

## **I.Planning**

At Oxspring we aim to provide a warm, supportive and caring environment in which children can fulfil their potential. We believe that children learn best through hands on experiences, including purposeful play, and endeavour to support the children's development through sensitive interaction. We aim to provide a well organised and stimulating learning environment to enable children to become curious, confident, independent and self-motivated learners. We provide the opportunity for children to learn in exciting, fun, purposeful and engaging ways.

We deliver a broad and balanced curriculum taking into consideration children's starting points and providing foundations to build on as the children move into Year One. We follow a two year cycle but themes are flexible to link to children's interests. We aim to deliver a curriculum which provides new experiences for the children and also makes the most of our wonderful environment and community.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Adults challenge and support children as they play and explore, guiding their development through warm, positive interaction. Communication and language is woven through everything we do and engaging activities are planned to further develop vocabulary. The children have daily phonics and maths lessons and a key priority is for every child to learn to read using a phonetical approach through a language rich environment, including daily story times.

We strive to support the children to develop the characteristics of effective learning and a lifelong love for learning.

Learning is further enhanced by rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonder.

## **J. Learning and Developing**

**Play and Exploration.** We do not distinguish between play and work. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We feel it is important for the adults to support children's learning through play, by getting involved in the play themselves.

**Active Learning.** We want our children to be engaged learners. We do this by trying to make their learning as active as possible e.g. visits, visitors.

**Creativity and Critical Thinking** We encourage our children to be thinkers from a young age. Higher level questioning is often used to extend our more able children.

### **Supporting Every Child**

Children with special educational needs are given support as appropriate to enable them access to the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Individual education plans are written for those children who require additional support. The class teacher also liaises with the SENCO for further support.

For further information see our Inclusion Policy.

## **K. Assessment**

Assessment in the Foundation Stage primarily takes the form of observation, involving the teacher and other adults, including parents, as appropriate.

Ongoing assessments are used to inform planning. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Key moments are recorded and parents contribute with wow moments. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / mark making.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). The purpose of the assessment is to provide a starting point for a measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

At the **end of the reception year**, the statutory EYFS framework requires an assessment to be carried out in order to provide a reliable, valid and accurate assessment of each child's development. It is made up of an assessment of the child's outcomes in relation to 17 early learning goals (ELG) descriptors. Practitioners use their professional judgement to make these assessments based on their knowledge and understanding of what the child knows, understands and can do.

The main purpose of the assessment is to support transition to KS1 by informing the dialogue between EYFS and year 1 teachers. The EYFS profile is also used to inform parents about their child's development.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELG's in the prime areas of learning and the specific area of literacy and maths. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

For further details see our assessment policy.

## **L. Working with Parents**

At Oxspring we also recognise that parents are the children's first and most enduring educators and that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- An induction meeting with new parents prior to their child starting school
- Home visits and/or stay and play sessions in the setting
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly and approachable, greeting parents and children at the door
- Maintaining an on-going dialogue
- Meeting with parents of children regularly to discuss progress
- Inviting parents in to share their child's learning and exciting achievements at home
- Sending home letters informing parents of the learning that will be taking place (newsletter) We also inform parents/carers about individual learning (for identified children) via letter or verbal communication.

- Seeking parental views through twitter polls or questionnaires
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

Parents and/or carers are kept up to date with their child's progress and development through curriculum information evenings, termly meetings to discuss progress and an end of year report, (with EYFS profile scores at the end of Reception). All these help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

### **M. Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **N. Monitoring arrangements**

It is the responsibility of the governing body to monitor the effectiveness of this Early Years policy. The governing body does this by appointing a governor responsible for Early Years who works alongside the EYFS Lead to evaluate Early Years provision within the school.