



Early Years Foundation Stage

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian Values and compassionate support. Through shared values we create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Date	Review Date	Author	Curriculum Committee
September 16	2020	S Kay – replacing Policy of 2012	Reviewed and Amended Decision to renew every 4 years
November 18	2022		Pupils and Curriculum Updated to include pre-School Children
March 19	2022	M Lill and J Oliver	Updated to address changes in Policy
June 2021	June 2022	M Whittaker	Updated to address EYFS Statutory Guidance 2021.
May 2023	May 2024	M Whittaker	Updated

At Partney Primary School, we believe that **every child deserves the best possible start in life and the support that enables them to fulfil their potential. When we succeed in giving them the best start, we give them what they need today, and we set them up with every chance of success tomorrow.**

‘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 Guidance, 2021).

The statutory framework for the Early Years Foundation Stage (EYFS) sets the standards and legal requirements for promoting the learning, development and safety of children from birth to five. This guidance underpins the Early Years policy and practice at Partney Primary School.

The EYFS applies to children from birth to the end of the reception year. At Partney, children can join us in our pre-reception group, in the term following their third birthday. This provides them with a secure and confident start, as they are already familiar with the environment and know our staff when they start ‘Big School’ in their reception year.

The Early Years Foundation Stage is based on four key principles:

- A Unique Child;

At Partney we recognise that ‘every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured’. We value and nurture every unique child in our care.



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- Positive Relationships;

We strive to develop positive relationships with children and their families that enable them to learn 'to be strong and independent individuals.'

- Enabling Environments

We build supportive partnerships with children and their families that are responsive to individual needs, thus enabling success for all.

- Learning and Development

We respond to children's varied interests and fascinations, to develop their learning, because we understand that 'children develop and learn in different ways and at different rates'.

We believe that it is essential to create an environment of emotional warmth and compassion with consistent praise and encouragement. We want every child to feel individually valued, well-motivated and confident to meet new challenges and reach our high expectations with a sense of achievement. We want all our children to be curious, successful learners, to be confident and courageous individuals and to become responsible citizens.

We believe the Foundation Stage, which covers the development of children between the ages of three and five years, is important because it is in these foundation years that children develop learning attitudes, skills, social integration and personal organisation. At our school we strongly believe that play and hands-on, experiential learning is central to all learning and development as it is the fundamental way that young children learn, with enjoyment and challenge. We value every 'unique child' and work closely with parents and carers to meet children's individual needs and support them to reach their potential.

We know that 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 as stated in the Foundation Stage Safeguarding and Welfare requirements. At Partney we ensure that all adults working with children are well-qualified and appropriately checked in accordance with the legal requirements. All equipment is checked regularly, and daily risk assessments maintain a safe environment. This ensures that the classroom and outdoor areas are welcoming, safe and stimulating places where children can grow in confidence and independence.

The School's behaviour policy is followed to ensure that all children receive fair, effective, consistent and appropriate messages that are suitable for their age and developmental stage.



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Our Aims in the EYFS are:

- To deliver a happy, safe, stimulating programme of learning and development, by providing a broad balanced, inclusive and relevant Early Years curriculum where every child can thrive and that will lay firm foundations for all future learning.
- To enable independence, self-confidence and decision making through purposeful high quality, Early Years activities.
- To promote speech and language development including the ability to listen, understand and communicate both verbally and non-verbally.
- To use and value what each child can do, assessing their individual needs and planning quality activities to move all children onto their next steps.
- To develop positive, supportive, relationships with parents and carers that foster strong partnerships and a family-friendly environment for learning.
- To provide a caring, inclusive and safe learning environment which is sensitive to individual needs where children can flourish as they engage in first hand, high quality experiential learning experiences.
- To work with other schools and early years settings to share good practice in order to improve outcomes for all children.
- To work with external Agencies in order to provide and support Early Help Intervention when needed.
- To continue to update Early Years provision and practice through a reflective approach, access to relevant training and research.



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In the Early Years there are seven areas of learning and development. We know that all these areas of learning and development are important and inter-connected.

We believe that a strong foundation in the three Prime areas of learning is key for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. We recognise that the areas are all equally important and depend on each other.

The Three Prime Areas:

- **Personal, Social and Emotional Development-** we support all the children in our care to develop a positive sense of themselves, and others. To form positive relationships and respect for others and to develop their social skills and learn how to manage their feelings so that they can understand appropriate behaviour in groups as well as have confidence in their own abilities.
- **Communication, Language and Literacy-** we know that the ability to communicate effectively is paramount. We offer an environment rich in speaking, listening and language opportunities to enable children to become confident communicators, able to listen carefully and express themselves in a range of situations.
- **Physical development-** we recognise the vital importance of physical development and provide opportunities for children to be active and interactive; developing their co-ordination, control, and movement in a range of fun activities. We help children to recognise the importance of physical exercise and how to make healthy food choices. Engaging them in weekly activities such as; a Wednesday welly walk and developing knowledge of healthy food through, Foody Friday baking.

We believe that the four specific areas of learning should provide children with stimulating opportunities to strengthen and apply the skills that are being developed in the three prime areas.

The Four Specific Areas:

- **Literacy-** Literacy development involves encouraging children to link sounds and letters and to begin to read and write through a programme of high-quality phonics teaching and magic lines. Children share a wide range of reading materials to kindle their interest and they learn, from day one, that everyone can write using magic lines!



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- **Mathematics**- We provide children with meaningful, real-life, opportunities to develop and improve their skills in counting, understanding numbers, calculating and problem solving. We encourage them to use and describe shapes, spaces, and measure and develop their fascinations through play based, hands-on experiential, learning experiences.
- **Understanding the World**- We guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We have weekly welly walks to help us to explore and understand the world around us.
- **Expressive Arts and Design**- Children are actively encouraged to explore and play with a wide range of media and materials (in art, music, dance, role-play and design technology) and use these to express and share their thoughts, ideas and feelings.

We firmly believe that learning should be holistic in the Foundation Stage. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

When planning and supporting Early Years experiences we reflect on the different ways that children learn, developing the Characteristics of Effective Learning through the children's interests. Through a cycle of observations and knowledge of how children learn, a thorough knowledge of the children in our care and their interests, we plan and provide exciting learning opportunities.

Characteristics of Effective Learning-

In planning and guiding children's activities, we reflect on the different ways that children learn. This is reflected in our practice as we support 'in the moment' planning opportunities to develop learning, challenge misconceptions and move children on in their reasoning and problem solving.

- **Playing and Exploring** – we know that children like to investigate and experience new things; we support them so that they are willing to 'have a go' and begin to take measured risks.
- **Active Learning** – we understand that when children can concentrate on a task, and if they keep on trying when they encounter difficulties, perhaps by altering their approach, that they will enjoy and start to celebrate their achievements and relish new challenges.
- **Creating and Thinking Critically** – we recognise that when children share and develop their own ideas, they begin to make links between prior learning and new concepts. They



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begin to develop practical strategies for doing things, fostering a 'can do' attitude and sense of achievement.

Planning and Assessment

Medium term planning is completed for each new topic to be covered. This outlines learning opportunities and activities linked to the topic and areas of learning, but is flexible to enable incidental learning opportunities and 'in the moment planning' following the children's interests and fascinations.

Short term planning outlines the adult supported learning opportunities for the half term and includes links to the EYFS profile statements which can be assessed for each area of learning towards the Early Learning Goals in the summer term. Child initiated activity plans highlight provided weekly activities- these are informed by the children's interests.

Teachers collaborate over planning, sharing ideas for activities, resources and special events.

Assessment

Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.

The Foundation Stage Profile is a National assessment tool which summarises children's progress towards the Early Learning Goals, within the seven areas of learning. Children will be described as emerging or expected in each area in the summer term and their progress towards a good level of development decided. The Profile is completed by experienced early years staff, following high quality interactions with the children. Teacher judgements are supported by observations and appropriate assessments which are made using exemplification materials. These are moderated with other schools and local authority early years experts to ensure there is a commonality and accuracy across all schools. Progress is assessed against 'on entry' assessment data collected in the Autumn term. Assessments against profile statements are updated at the end of each term and progress in each area tracked. Gaps and Strengths are observed and used to inform next steps and focus areas for planning and providing support and learning opportunities.

At our school we value parents and families; we actively encourage their contributions to our learning journeys and love to share the children's achievements out of school. We recognise that parents and families are a child's first educator and that they can provide valuable knowledge and insights into their child's interests and attitudes to learning – parents and carer's know their children best! We collaborate in a number of ways including: parents evenings, informal and regular conversations with parents, Sharing



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'Magic Moments' (things that the children have done at home that have impressed their families), family projects and Star of the Week.

We will also use the opportunities outlined above to develop parents/carers' understanding for how they can support and contribute to their own child's learning at home.

The children in EYFS will also take part in the School's Golden Assembly (Weekly Collective Worship to which parents are invited.) This allows us to celebrate the pupils' achievements and promotes a sense of belonging and inclusivity from the beginning of their school days.

Transitions

Our small cohorts provide a secure, family feel to our school and enable us to get to know the children really well. We can provide seamless transitions, supporting children's sense of security and well-being at key times in their lives.

Our Friday afternoon parent and toddler group begins the Partney journey and provides a warm welcome to the youngest members of our families, helping them to get to know us and each other. Once children reach their third birthday, they can join our pre-reception, nursery group, taking up their 30 free hours in our EYFS classroom (choosing to extend their hours as children settle, or the demands of work dictate). From pre-reception there is a seamless transition into reception as the children begin their school journey. Children in reception have lots of opportunities to work with their friends in year 1 and 2 which provides them with another smooth transition into Key Stage 1.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed Early Years teachers and support staff to the Early Years team;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of, and comply with this policy;
- responsibility for ensuring that the school complies with all equality's legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;



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- nominated a committee (Pupils and Curriculum) to visit the school regularly, to liaise with the Headteacher and teachers, and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Pupils and Curriculum committee and Early Years teachers;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report to the Governing Body on the success and development of this policy

Role of the Early Years Teachers and Support Staff

The Early Years Teachers and Support Staff will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the Curriculum Committee;
- provide guidance and support to other staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new Early Years developments and resources;
- undertake daily risk and dynamic assessments;
- review and monitor teaching and learning through observation and evaluation to promote confident and independent learners;
- create a learning environment that reflects learning across all seven areas of the curriculum;
- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the Pupils and Curriculum Committee

The Pupils and Curriculum Committee will:

- work closely with the Headteacher and the Early Years Teachers;
- ensure this policy and other linked policies are up to date;



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- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Organisation

The Early Years Leader is responsible for the management of the Foundation Stage team and the organisation of the Foundation Stage Area.

The area covers one classroom and one outdoor area and is staffed by Early Years teachers and additional support staff.

Role of Parents

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks which are given to Reception parents;
- attend informal parent workshops;
- attend termly parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school; reading, phonics and parent-child projects.
- inform staff of any events at home that might impact on their child.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic workshops
- meetings with school personnel
- communications with home such as weekly newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.



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The practical application of this policy will be reviewed annually or when the need arises by the Early Years Leader, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

Assessment policy	Curriculum policy
Marking and Feedback Policy	Teaching & Learning policy
English Policy	Maths Policy
Behaviour Policies	Equality Policy and Statement

Headteacher:		Date:	
Chair of Governing Body:		Date:	



Curiosity Compassion Courage

Through shared values we create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.