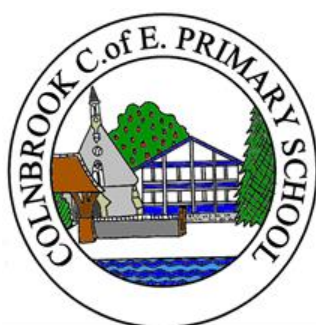



The Slough and East Berkshire C. of E. Multi Academy Trust Colnbrook C. of E. Primary School



Early Years Foundation Stage Policy (EYFS)

Owner:	Senior Leadership Team
Ratified by Governing Body:	
Date Ratified:	14 th March 2024
Date Policy to be reviewed:	March 2025

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our Early Years Unit is comprised our nursery for 3 year olds and our reception class. We have created an environment that is welcoming, stimulating and child centred. Within Early Years:

- We aim to enable every child to develop their full potential at their own pace.
- We aim to encourage every child to increase their existing skills, knowledge and understanding.
- We provide opportunities for children to engage with others and their environment.
- Our curriculum is devised to acknowledge children's own interests and will involve children in the process of developing it. By giving learning a purpose and application; skills for communication, reading, writing and solving mathematical problems will become meaningful and more desirable.

To extend the learning experiences during this important phase of your child's life; we have developed our Nursery and Reception classrooms into an Early Years Unit.

- Children have access during the day to both classrooms, the different staff and resources each curriculum area has to offer.
- Children have access all day to our large outside area. The outdoor environment provides a dynamic and natural space for learning and development for our children. We place great importance in our outdoor learning.

"Outdoors, children can have the freedom to explore different ways of 'being', feeling, behaving and interacting; they have space - physical, mental and emotional. They may feel less controlled by adults and are able to learn in the way that comes naturally to them - through play." (Learning Through Landscapes)

The play that children engage in both inside and outside is part of their learning and the learning opportunities planned by adults are there to stimulate and challenge children.

'Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development' (Revised EYFS 2014)

- Our staff are there to facilitate learning. We do this through observations and interactions.
- Our staff know the children very well and have sound understanding of child development. This ensures that the adults enhance and extend each child's learning at the appropriate level.

Learning to learn is a vital part of the EYFS curriculum and it is something that we will help children with in order to support them to become effective life-long learners.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. We use Cornerstones resources to plan our curriculum.

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 for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, 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

4.1 Planning

The EYs Lead, leads planning of activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

It is important to have structure to planning that creates and embeds mastery of planned activities and learning environments. Activities are to be planned to be in theme with that week's topic and story book. This is to give all children exposure to new stories, topics and learning opportunities at the same time. Planning will also take into account significant moments in time throughout the year for all children, such as Diwali, Chinese New Year, Eid.

To embed learning behaviours that gives children focus and mastery, activities are to be changed weekly. Mastery and extension is achieved through high levels of interactions from all adults in the room. We are there to facilitate children's learning through play and not just letting them play.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children move into Reception, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Focusing on transitional behaviour will enable children to be ready for formal inputs and create an environment of good listening behaviours. This allows children to fully engage in their carpet time learning and understand the certain times for lock on learning and showing respect for others. Transitional behaviour means any form of movement from one structure time to another. For example, coming into school, moving into class groups, moving from free choosing to carpet time then carpet time to lunch etc..

5. Assessment

At Colnbrook C. of E. Primary School, 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 used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Throughout Early Years, staff review children's progress and provide parents and/or carers with access to Tapestry, an online tool where learning can be shared. Staff meet with members of the senior leadership team regularly to discuss pupil progress and plan support where it is required.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by:

- Talking to the children about the effects of eating too many sweet things
- Discussing the importance of brushing your teeth
- Promote developing good relationships through our PSRHE programme of learning (Jigsaw).

We follow statutory guidance for safety around supervised tooth brushing.

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

8. Monitoring arrangements

This policy will be reviewed and approved by the senior leadership team every year.

At every review, the policy will be shared with the local governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy on the school website.
Procedure for responding to illness	See Health and Safety Policy and First Aid Policy.
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy.
Emergency evacuation procedure	See Health and Safety Policy.
Procedure for checking the identity of visitors	See visitor's procedure.
Procedures for a parent failing to collect a child and for missing children	See missing child procedure and non-collection procedure.
Procedure for dealing with concerns and complaints	See SEBMAT Complaints Policy.