
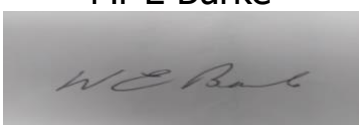




# Oakfield Community Primary School

## Early Years Foundation Stage Policy 2022-2024

<b>Policy written by</b>	School
<b>Date Policy Written</b>	May 2022
<b>Date Agreed by Governors</b>	May 2022
<b>Next Review</b>	May 2024
<b>Head teacher</b>	Mrs J Makin 
<b>Chair of Governors</b>	Mr E Burke 

# **EARLY YEARS FOUNDATION STAGE POLICY**

*“Logic will get you from A to B, imagination will take you everywhere”* Albert Einstein

## **Aims and Philosophy**

- To promote positive attitudes and positive self – images that encourage outstanding behaviour.
- To create a happy, calm, and safe environment for all our children and staff.
- To develop self-respect and respect for everyone in our school community, including their faiths, lifestyles, and cultures.
- To ensure fairness and consistency of approach, in all we do.
- To encourage all our children to be responsible for their own behaviour.
- To know that pupils have the right to learn, and teachers also have the right to teach.
- To develop resilient, lifelong learners.
- To develop self-efficacy- learning how to persevere when one does not succeed at first.
- To value everyone for their uniqueness.

## **Curriculum**

Within Nursery and Reception, we follow curriculum as outlined in the 2021 Statutory Framework for Early Years Foundation Stage (EYFS)

The framework includes seven areas of learning and development, including three prime areas and four specific areas, all of which are interconnected.

The three prime areas are:

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

The four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



The prime areas build the foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These three areas also strengthened and applied throughout the four specific areas.

## Intentions

At Oakfield Community Primary School, we value all children and believe that 'every Child really does matter!' We intend to provide the highest quality of care and education for all our children by helping them to build a strong foundation for their future learning. We intend to create a rich, warm, safe, and secure environment, which motivates and provides enjoyable learning experiences. We intend to promote the independence of the children in our care, enabling them to become confident, capable learners who will achieve their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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 practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

## Implementation

### Foundation Stage Curriculum

As a school, we recognise the uniqueness of the foundation stage curriculum and actively promote the use of play as the primary vehicle for learning. We plan for an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve their full potential (by achieving and exceeding the early learning goals whenever possible).

At Oakfield we use the 'Birth to Five Matters Framework 2021' as guidance when working towards the Early Learning Goals within the EYFS statutory framework. We provide the children with an enriched curriculum that provides a broad range of knowledge and skills, setting the foundation for good future progress throughout school and life.

The environment is regularly assessed, and provision is planned according to the children's needs. This helps to formulate a long-term plan, which along with the Early Year's Outcomes, ensures a broad, balanced and relevant curriculum for our early year's pupils. Medium terms plans are based on children's interests, information gathered from parents and carers, and careful assessment of the children (data gathered via observations and work undertaken highlight gaps in learning and skills which can then be planned into short-term plans for all children). Short-term plans are working documents, which guide classroom



practice and include enhanced provision plans, direct teaching sessions and objective led planning tasks/activities.

The initial focus is strongly based within the three prime areas, which are the basis for successful learning within the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance will shift towards an equal focus on all areas of learning as the children move through the Early Years at Oakfield and grow in confidence and ability within these areas.

### Impact

Predominantly, assessment of children in the EYFS is through observations. Observations are recorded in a number of ways and take many different forms e.g. photographs, post it notes, formal and informal observations etc. All EYFS team members engage in observing children and contribute to formative assessments. Significant observations of children's achievements are collated in their own personal learning journey, which are regularly shared with parents. In the autumn and spring terms, parents are invited to attend a parent's evening and formal written reports are produced at the end of the year with the invitation for parents to come in to discuss them if they so wish.

### Safety

The children's safety and welfare is paramount. We aim to create a safe and secure environment and provide a curriculum, which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see appropriate, separate policies and procedures

### Parents or Carers as Partners and the wider context

At Oakfield, we strive to create and maintain strong partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care in numerous ways: sharing experiences through our 'Evidence Me' app, where observations can be shared between home and school. We also encourage parents to share 'wow' moments with the setting, attend stay and play sessions and activity days, as well as taking part in concerts and trips. We also have our school 'Dojo' app, also allowing us to share learning, reward children and communicate regularly with parents.

We draw on our links with the wider community to enrich children's experiences by taking them on outings and inviting members of the community into our setting e.g. local church celebrations, visits to the local library.



## Transitions

Transitions between home and nursery/ nursery and reception are carefully planned and time given to ensure continuity of learning (particularly for children joining us from different settings). During transition meetings, the child's needs are acknowledged and effective partnerships with those involved with the children are established e.g. other settings, including nurseries and child-minders. Home visits will take place for each child new to our school and children are then invited to attend introductory sessions to our EYFS department to develop familiarity with the setting and practitioners to aid a smoother transition.

All EYFS staff work closely to plan a transition program that suits the needs of each particular cohort and individuals.

In the final term in EYFS the Year 1 teachers will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Head teacher; Mrs Makin

Date: 1<sup>st</sup> May 2022

Chair of Governors; Mr Eric Burke

Date: 1<sup>st</sup> May 2022