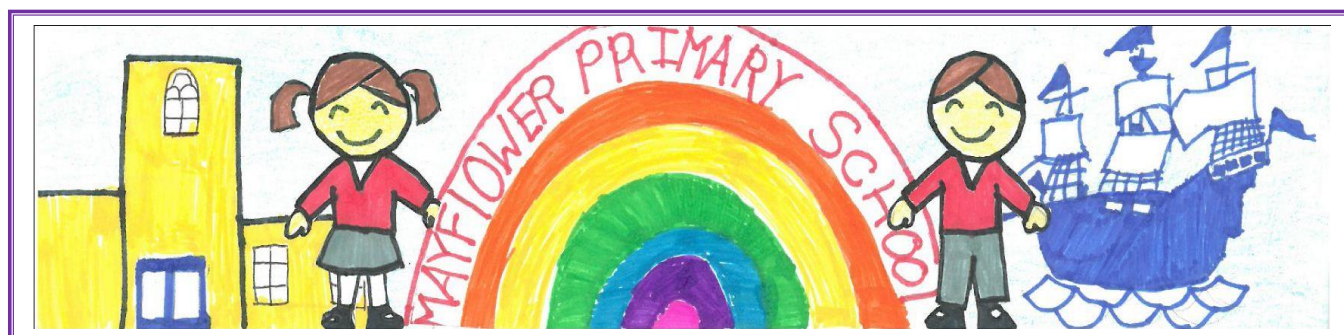
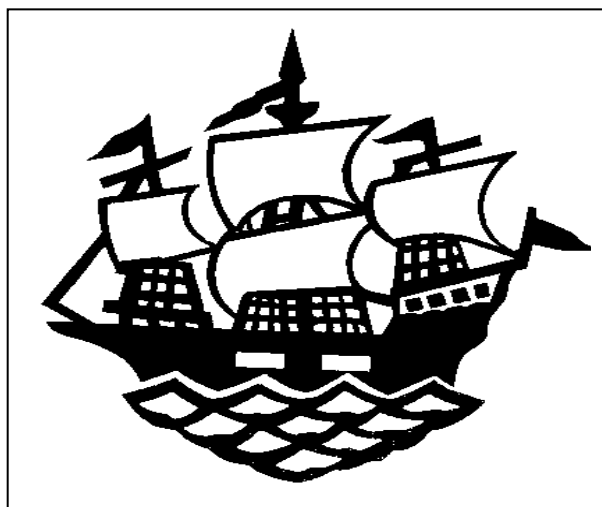


MAYFLOWER PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY 2022-2023

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings. The EYFS lays down the legal requirements that early years providers must meet, including:

- **learning and development requirements:** specific areas of learning and development which should shape the activities and experiences you offer
- **assessment requirements:** how you measure children's progress and feedback to parents or carers
- **safeguarding and welfare requirements:** what you must do to keep children safe and promote their welfare

Policy Date:	August 2020	Version: 3	
Policy Review Date:	August 2022	Head Teacher: Luke Whitney	
Ratified by Governing Body: September 2022			
Mr. K. Bhogaita	(Chair of Governors)	Insert Signature	

Mayflower Primary School

Early Years Foundation Stage Policy

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery (The Orchard) and Reception classes (Chestnut and Willow).

Aim

At Mayflower we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child, work alongside parents and others to meet their needs, and help every child to reach their full potential.

As outlined in the EYFS curriculum guidance, '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 age five have a major impact on their future life chances.'

The following documents should be read in conjunction with this policy:

- Admissions Policy,
- Health and Safety Policy,
- Equal Opportunities Policy
- Special Educational Needs and Disability Policy

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

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
2. Children learn to be strong and independent through **positive relationships**
3. 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
4. **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities within our learning environment, allowing children to follow their interests, with adult interacting with them to move their learning on
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan 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 and exceed the early learning goals. All the seven 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 are the **prime areas**:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. We aim for our children to have a short time collectively and more time having opportunities to explore the provision for an uninterrupted period. During this time, practitioners will be observing, reflecting and moving the children on via questioning, scaffolding or other forms of play-based intervention. They will be engaging in play and taking the lead with the children in conversation, gaining sustained shared thinking, and giving agency over the process of learning.

In planning and guiding children's learning, we reflect as practitioners on the different ways that children learn. This could be a schematic learning style, leading to changes to the way the Learning Environment is organised, which will allow the children to deepen their learning still further. Equally, we understand that children can learn in many different ways, and by being responsive to their needs, we always seek to promote high levels of engagement across all areas. The EYFS team regularly meet as a phase to discuss what is working, what we have observed, and ways we can increase levels of involvement and wellbeing.

Observation and Assessment

When children arrive and at different points in the year, we assess our children using 'The Leuven scale.' The 5-point scales, which focus on levels of wellbeing and involvement, are central to the creation of a safe-space for our children, where they feel loved, known, listened to, and respected. We aim for our children to have high levels in both wellbeing and involvement (consistent scores of 4 or 5) and will support children who are scoring lower on the scale (1-3) by having conversations with parents to unpick interests and key drivers for their child. We will implement them within the provision. We will then check to see the impact of this with the aim that all children have high levels of wellbeing and involvement. This is central to effective early learning.

As part of our daily practice, we observe and assess children's development and learning to inform their next steps. We will reflect on what a child is doing and how. We will also consider what a child is communicating and then support in a range of ways to move them on in the moment. We record 'wow moments' and observations using the observation software 'Tapestry Journal' to capture their significant achievements. Using this software allows parents and carers to access their child's Learning Journey and comment and respond by sending further photos and videos. We believe parent's contributions are valuable as it helps us to plan next steps for our children in their learning, development and the provision we offer our children. At Mayflower, we recognise that parents have and will always be their child's primary educator. The knowledge they can impart to us will be critical in ensuring their needs are met on a sustainable and continuous basis.

In the Autumn and Spring term, parents are invited to attend parents' meetings. Children's outcomes are shared with parents during these meetings. Discussions take place to decide how we can work in partnership to move the children forward with their learning. Reports are written at the end of the summer term.

Within the final term of Reception, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Safety

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

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

Inclusion

We value all our children as individuals at Mayflower, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that almost all of our children achieve the Early Learning Goals by the end of their Reception Year. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need and in so doing, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Special, Educational Needs and Disability.

Parents as Partners and the Wider context

We strive to create and maintain 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 confidently in their child's education and care in numerous ways.

Staff carry out home visits for children during the summer term prior to the year they will begin the Nursery and Reception. These visits allow parents to discuss their child's needs and interests in an informal way. Staff will also make links with feeder nurseries to gain a clear picture of each child and use this information to prepare them for their transition to us at Mayflower.

Other annual activities include 'Be a Teacher for a Day' and 'Grandparent's Group'. These opportunities encourage parents to get involved with their child's learning in the classroom and are also a great way for staff to regularly review and assess the quality of the provision. We also go on a number of trips and encourage parents to join us for local walks.

All our EYFS classes carry out weekly parents' group sessions. The team regularly hold focused workshops during these sessions to give additional support linked to certain areas of learning.

Family trips are in place with both year groups going on off-site visits during the year. Mayflower is always trying to improve the provision, and promote our children's engagement within and beyond their local community.

Links are in place with other schools in Evington. Every half term the Foundation teams from local schools meet to allow shared learning as well as providing opportunities to compare work and gain ideas and moderate.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. These are effectively signposted throughout the school, and all staff are able to discuss further, as required.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners.

Across the Orchard, Chestnut and Willow, we ask the parents to complete a baseline questionnaire. The questionnaire supports the staff with getting to know the children, ensuring their needs are being met in those first crucial days and help to support judgements for baseline assessments.

In the final term in Reception, the Year 1 teacher 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.

Mrs. Bilku and Mr. Whitney – September 2022