



Early Years Foundation Stage Policy

December 2024

Version 2.1

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1 Introduction

- 1.1 The Early Years Foundation Stage applies to children from birth to the end of the Reception year. This policy adheres to the DofE Early Years Foundation Stage statutory framework (updated November 2024) and the DofE guidance Development Matters (updated September 2023). SCPS values the importance of ensuring secure foundations are laid for future development of children in our care.

2 Aims

- 2.1 In Kites (our EYFS class), we make provision for children to become increasingly independent learners, in a supportive and stimulating environment, so that each child can reach their full potential, regardless of their starting points.

- 2.2 As a school we will:

- *Provide a welcoming, friendly, secure, stimulating and challenging environment.*
- *Ensure that all children have equal opportunities to develop to their full potential.*
- *Develop strong home-school links, keeping parents informed about their child's education.*
- *Work with and value parents so that children feel secure and develop a sense of well-being.*
- *Nurture self-esteem and foster independence by enabling decision-making.*
- *Nurture positive attitudes towards learning as a lifelong process.*
- *Provide positive adult role models for the children, encouraging them to learn how to control impulses and understand the need for rules.*
- *Provide an appropriate adult to child ratio for the age of the children.*
- *Continually identify the staff's training needs and develop professionally.*

- 2.3 The Early Years education we offer is based on the following principles:

- *We acknowledge that play, exploration and talk are the key processes in learning.*
- *We offer skill-based activities which are enhanced through personal interests, to enable children to feel more passionate and motivated about their learning.*
- *We provide a rich and stimulating environment that matches the needs of the child both indoors and outdoors using resources that are well-organised, accessible to children and encourage autonomy.*
- *We recognise that children are active, not receptive, learners and that learning is cross-curricular.*
- *We understand the importance of a full working partnership with parents and carers.*

3 The EYFS Curriculum and Planning

3.1 Children from 3 years old to the end of their Reception year form a distinct phase of Early Years education called 'The Early Years Foundation Stage'.

3.2 The EYFS is based upon four principles:

- *Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.*
- **Positive relationships** – supporting the children by modeling good social interactions and encouraging them to establish happy, supportive friendships to become strong and independent.
- **Enabling environments** – where the physical environment stimulates the child to explore, innovate, experiment and meet new challenges independently by developing a strong partnership between staff, parents/carers and the child.
- **Learning and developing** – an acknowledgement that children learn in different ways and at different rates.

3.3 There are seven areas of learning and development that must shape educational provision in Early Years settings.

3.4 Prime areas

All 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:

- *Communication and language*
- *Physical development*
- *Personal, Social and Emotional development*

3.5 Specific areas

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied:

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

3.6 We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development by focussing on three characteristics of effective learning

- *Playing and exploring*
- *Active learning*
- *Creating and thinking critically.*

4 How we organise the curriculum

4.1 Weekly planning is based on two things:

- *Skills, which pupils need to develop in Foundation Stage in order to be fully equipped for their life in primary school. 'Development Matters' (2023) provides an overview of these skills, as a guidance for planning.*
- *Interests or current events- these make learning meaningful and motivate the child.*

4.2 Children have whole class and small group times which increase as they progress through the EYFS. Phonics is delivered using 'Read Write Inc'. Maths is taught by following 'White Rose' and supplemented with resources such as 'Numicon' and 'Ten Town'. Some aspects of the specific areas of learning are also taught through group activities that are adult led. Otherwise, the curriculum is delivered using a play-based approach as outlined by the EYFS Statutory Framework.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.' (Early Years Foundation Stage Statutory Framework, Department for Education 2024)

5 Teaching

5.1 We are ambitious for all children and consider the individual needs, interests, and development of each child. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary. Our Kites staff are skilled in developing children's thinking to promote their learning, stimulating 'adult supported' activities are devised to meet individual needs across all areas of the EYFS curriculum.

5.2 Children receive a balance between self-initiated, independent and adult supported activities that are tailored specifically for their learning. Activities are designed to engage pupils in practical, first-hand experiences that support children as they discover, explore, investigate and develop their personal interests and areas of curiosity. The timetable provides children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding as they make sense of the world around them.

5.3 Adults use questioning to promote children's thinking skills through topics inspired by the children's interests. Adults observe and assess development and learning in order to influence planning and build upon the children's developing skill set. Next step comments and WOW moment observations are recorded by using our software called "EvidenceMe" and the parents have a log in so that they can keep well-informed about their child's life at school and advised on how their child can be assisted at home.

- 5.4 These on-going observations are used to inform our progress tool to make a judgement at the end of the year as to whether they have met their Early Learning Goals (ELG).

6 Assessment

- 6.1 Children's level of development is recorded using the Development Matters age-bands. During the first few weeks, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.
- 6.2 The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 Early Learning Goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning and interventions reflect identified needs.
- 6.3 Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Progress is measured regularly, using our online MAS system.
- 6.4 At the end of the final term in Reception, a summary of these assessments is sent to the Local Authority for analysis. Information on progress and areas for development are shared with parents at consultation meetings and in the end-of-year report.
- 6.5 Parents receive an annual written report that discusses the child's characteristics of effective learning and offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, giving details of the child's general progress.

7 Induction and transfer

- 7.1 Links are maintained with the local pre-schools and nurseries with staff visits to pre-school settings, informal meetings with key workers and parents, invitations to special events and occasional joint activities.

8 Initial Contact

- 8.1 Informal visits from Sonning Common Preschool occur during the summer term. Prior to starting, parents and children are given a tour of the school site. The teachers try to visit as

many of the new entrants in their previous setting as soon as possible, before they start at school.

- 8.2 In addition, all children are invited for a taster afternoon to meet their new teachers and class. This also provides an opportunity for parents to speak to staff and ask any questions they might have.

9 Information Exchange

- 9.1 Parents and children together complete an entry profile: 'All About Me'.
- 9.2 Informal discussions about the new intake occur during staff visits to the pre-schools, where staff from both settings liaise to ensure appropriate provision.

10 Partnership with parents

- 10.1 Curriculum sharing is held at the start of Term 1. For the first few weeks, new parents have the choice of a slow start (picking up after lunch) or at 3:20pm. They are encouraged to help settle their child at a speed that suits each individual and talk with any member of staff about concerns they may have that day. Further opportunities to discuss their child's progress will occur at parent consultations (twice a year) and parents will receive a written report in Term 6.
- 10.2 Parents are encouraged to sign up to help with various activities happening during the school year; be it cooking, reading, sharing information about their job/ hobby. Their personal areas of expertise are valued, and they are a great support to the learning that is taking place.
- 10.3 Further communications are in the news section of the Kites web page; there is a weekly newsletter which parents are encouraged to sign up to.
- 10.4 There will be celebration assemblies during the 2nd, 4th and 6th terms when families are invited to come and share their child's achievements.

11 Inclusion

- 11.1 All children should have equal access to all areas of the Foundation Stage Curriculum. Staff will work with parents, Speech and Language Therapists, the school SENCO and other outside agencies (if necessary) to ensure that children who have difficulty accessing any area of the curriculum are supported, sometimes with additional resources or alternative activities.

11.2 In the event that English is not the parent's first language interpreters can be provided at meetings and alternative versions of most basic paperwork can be provided.

11.3 For more information, please look at the following:

- *Special Educational Needs Policy*
- *Equality and Diversity Policy*
- *Health and Safety Policy*

12 Transition to Year 1

12.1 All teachers are aware of the need for a smooth transition to Year 1 and a range of experiences are provided in the spring and summer term to help the children to become familiar with the Year 1 staff and environment.

12.2 Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of KS1. Successful transition takes careful thought and thorough planning well in advance. With input from the Kites and Yr1 team, the EYFS and KS1 Leaders will produce an annual transition timetable. This will contain the different activities and time slots that will be dedicated to the transition of the children from Reception to Year 1 (see Appendix A). This will include a 'moving up week' where the time is dedicated to children going up to their new room for short periods. There will also be a timetable set up for teachers to visit their new class for story time and times when the children visit their new class. SEND children have regular visits to Y1 classes at different times, e.g. break, story time with familiar adult accompanying them.

13 Staff Training

13.1 Staff will be encouraged to attend courses and review resources. The Early Years Subject Leader will have access to specific training to support and develop their role.

14 Dissemination

14.1 The Policy is available on the school website and a paper copy available on request from the school office.

15 Reviewing the Policy

15.1 This policy will be reviewed annually by the Early Years Subject Leader and monitored by the Link Governor changes to ensure that the Policy is relevant and up to date.

16 Appendix A Transition Timetable (EYFS to Y1)

Time	Year	Steps	Monitoring and Assessment	Person(s) Responsible
Autumn Term 1 Week 1-3	Kites	Slow start for children encouraged- 1:15/ 3:20 pm pick up.	Regular meetings with parents to discuss settling in.	Class teacher
Autumn term	Kites	Children get into routine of phonics/ maths. Length of lesson is slowly extended.	Baseline Assessment Phonics- RWI	Class teacher/ TAS
Autumn term	Kites	Regular EYFS team meetings to discuss children's needs	AoL/ progress check	Class teacher/ TAS
Spring/ summer Term	Kites	Preparation starts in class to prepare for year 1- "Give me 5"/ timetabled focused teaching time (phonics, maths)	AfL	Class teachers
Summer Term June/ July	Kites/ Y1	Year 1 teachers visit Reception children to see teaching sessions in familiar setting.	Monitor and request additional sessions if necessary	Class Teachers
Summer Term June/ July	Kites/ Y1	Discuss any concerns with OCC- SEN team (Kate Mifflin) Discuss adult support needed.	Review NEEDS, discuss EHCs with SENCo.	Class Teachers SENCO
Summer Term May/ June	Kites	Specific planning to introduce transition to children and familiarise them with the concept, e.g. circle time with emotional development focus	EYFS Profile submitted to the LA	EYFS Leader/ Class teachers/ KS1 Leader/ HT

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Summer Term June	Kites	Meet parents of children who are vulnerable during transition. Discussions had about how school and home can best work together to ease the transition period.		SENCo/ Class Teachers
Summer Term June	Kites	Specific planning to introduce transition to children and familiarise them with the concept, e.g. circle time with emotional development focus	AfL	EYFS leader/ Class Teachers
Summer Term July	Kites/ Y1	Handover meetings between Reception/Year 1 teachers and TA's	Handover feedback submitted to Head	Teacher and TAs
Summer Term July	Kites/ Y1	Morning transition session(s) in Year 1 with new teacher (over a week)		
Autumn Term 1: Week 1 – 4	Year 1	Play-based activities, using Reception model, with teacher led group activities to support the development of basic skills, meeting the needs of individual children.	AfL	Class Teachers/ EYFS Teachers
Autumn Term 1: Week 5 - 6	Year 1	Children assessed for Autumn half term 1 and targets set/amended for end of Key Stage and end of Year 1	NC assessments, EY profile for those working below expected, P-Scales for those with SEN	Class Teacher/ KS1 Leader/ Headteacher