



Early Years Foundation Stage (EYFS) Policy

Date reviewed by School	Spring 2022
Date ratified by FGB	N/A (interim review)
Date for next review	Summer 2024

1 Introduction

- 1.1 Within this document, the term 'Early Years Foundation Stage' (EYFS) is used to describe children who are in our Nursery and Reception classes.

2 Aims

- 2.1 At Uplands, 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 and work alongside parents/carers and others to meet their needs and help every child to reach their full potential.
- 2.2 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 support from adults, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
 - Children develop and learn in different ways and at different rates.
- 2.4 At Uplands, we ensure our core principles filter into practice. As part of our practice, we do the following:
- 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/carers 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 that are adult initiated and child initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out.

3 Foundation Stage Curriculum

- 3.1** 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 the early learning goals.
- 3.2** All the seven areas of learning and development are important and interconnected. 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:
- Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development.
- 3.3** Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design.
- 3.4** The following characteristics of teaching and learning in EYFS are embedded in our day-to-day practice and staff are mindful to facilitate opportunities to become successful learners:
- Playing and exploring
 - Finding out and exploring
 - Playing with what they know
 - Being willing to 'have a go'
 - Active learning
 - Being involved and concentrating
 - Keeping trying
 - Enjoying achieving what they set out to do
 - Creating and thinking critically
 - Having their own ideas
 - Making links
 - Choosing ways to do things.



- 3.5** Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. To help us achieve these aims, in Nursery and Reception, we take inspiration from the Curiosity Approach pedagogy. This enables us to provide children with authentic resources and a calm, neutral environment with strong links to the natural world. The removal of toys sparks imagination and curiosity and enables children to become fully engaged by being the makers of their own play. We create a home-from-home feel, which results in the children feeling comfortable, confident and able to thrive. In order to facilitate cultural capital, we also provide our children with the opportunity to attend Outdoor Adventures and experience trips to our local amenities such as the library and shops.
- 3.6** Teachers write long term plans based on seasonal events and children's interests, each of which offers experiences in all seven areas. These plans then inform the short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses. In addition, we plan 'In the Moment' to respond to children's interests and needs in order to maximise impact and move them to the next steps of their learning. This approach enables us to focus on developing the characteristics of learning within the children's play and these are recorded through observations.
- 3.7** Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in 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 a more equal focus on all areas of learning as the children move through the Early Years at Uplands and grow in confidence and ability within the three prime areas.
- 3.8** Children work in whole class and small groups in both Nursery and Reception to learn key Maths and Literacy skills. Daily Phonics sessions take place, using 'Bug Club Phonics, supplemented by materials from 'Letters and Sounds' and the Primary National Curriculum.
- 3.9** The curriculum is delivered using a play-based approach as outlined by the EYFS. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.' Educators are mindful of 'In the Moment' teaching opportunities and quickly adapt activities to extend learning based on children's interests.
- 3.10** We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.
- 3.11** In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.



- 3.12** We create a stimulating environment to encourage children to free flow between inside and outside.

4 Observation and Assessment

- 4.1** In the first 6 weeks of pupils starting in Reception, the school will carry out the Reception Baseline Assessment (RBA). The RBA is an activity-based assessment of pupils' starting points in:
- language, communication and literacy
 - mathematics

Pupils use practical resources to complete these tasks and teachers record the results on a laptop, computer or tablet. It is not used to label or track individual pupils.

- 4.2** In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 4.3** As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations using the Tapestry app on class iPads. Everyone is encouraged to contribute and discussions take place. In Nursery, we aim to complete 3 meaningful observations each per day. These document 'In the Moment' teaching opportunities which took place, how the child's learning was moved forward and the outcome. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents/carers every half term. Parents/carers are able to contribute with photos or comments relating to their child's development. In the Autumn and Spring terms, parents/carers of Reception children are invited to attend a parents'/carers' evening. In Nursery, parents/carers are invited in each term for open sessions to discuss progress with their child's key person and class teacher and a final report is written for those children leaving Nursery in the summer term.
- 4.4** Within the final term of Reception, we provide parents/carers with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. Parents/carers are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

5 Safety



- 5.1 Children's safety and welfare is paramount. We 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.
- 5.2 We promote the good health, including oral hygiene, of the children in our care in numerous ways, including the provision of nutritious food, water and milk and following set procedures when children become ill or have an accident.
- 5.3 Please see our separate policies for additional information: Safeguarding and Child Protection, Health and Safety and Medicine in Schools.

6 Inclusion

- 6.1 We value all our children as individuals at Uplands, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies.

7 Partnerships

- 7.1 We strive to create and maintain partnership 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; for example, adding observations of their child's home learning to their Tapestry profile.
- 7.2 Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible.
- 7.3 We draw on our links with the community to enrich children's experiences by taking them on outings, hosting focused workshops and inviting key members of the community into our setting.

8 Transitions

- 8.1 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. They complete an 'All about Me' sheet and are encouraged to share information about their home and family life. In Nursery, we have a family wall of photos from each child's family; this helps to settle children and give them a sense of belonging. For children entering Reception, home visits are offered by the Reception team. Parents/carers are given the opportunity to attend an information meeting about starting primary school and sent an ebook to share with their child/ren

- 8.2** In the final term of 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.