



Early Years Foundation Stage Policy

‘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. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ’

(Statutory framework for the early years foundation stage: published 31 March 2021)

Our Aims

To ensure our EYFS provision provides –

- Children have a positive, happy, and secure start to their school career, embedding the values of our school, **Wonder, Belief and Joy**. Learning is tailored to the individual needs of children in which all children reach their potential.
- A secure foundation through progressive planning for learning and development for each child to build on next steps for learning and children’s interests.
- A positive partnership between parents and staff.
- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, or ability to have the opportunity to experience a challenging and enjoyable programme of learning development.

The school follows the Statutory Framework for the Early Years Foundation Stage (March 2021). Within this document four overarching principles are set out and these shape our practice at East Ravendale. These are as follows:

- ‘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 build their learning over time. Children benefit from a strong partnership between practitioners and parents and /or carers.’
- ‘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. ‘

(Statutory framework for the Early Years Foundation Stage: published March 2021)

A Unique Child

At East Ravendale Church of England Primary School we recognise every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways and varying rates. Through, class dojo star of the day, class certificates, stickers, head teacher stickers and star of the week badges and certificates, children are praised, encouraged, and develop a positive attitude for learning

All children and their families are valued within our school and are treated fairly. At East Ravendale, all children matter and are given every opportunity to achieve their best.

Early Years pupils are set realistic yet challenging expectations that meet the needs of the pupils. This is achieved by the exciting plans for learning and effective communication and teamwork between staff, pupils and parents.

Positive Relationships

Children learn to be strong and independent through positive relationships. Our school prides itself on the excellent relationships that are built between staff, pupils, and parents. Caring, respectful, professional relationships are nurtured and developed, starting in our Early Years Foundation Stage.

Most pupils entering the Reception year have experience in Nursery at East Ravendale Church of England School. For those pupils who attend different settings, good relationships between school and these nurseries, through phone calls, home visits, taster play sessions in school and the class teacher visiting individual pupils in their present provision before joining the EYFS class.

Parents are children’s first and most enduring educators and we value being partners with them in their child’s education through:

- Talking to parents on a regular basis, either before or after school.
- Offering three parent consultation evenings and two reports to clarify children’s attainment, progress, and next steps.
- Class Dojo is a useful tool for parent/teacher communication, and it enables the sharing of children’s daily achievements.
- Early Math’s, Reading and Writing meetings are held in order for parents to understand how these subjects are taught and how parents play an invaluable role in their children’s development and progress.



Enabling environments with teaching and support from adults.

At East Ravendale CofE Primary School we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. We recognise that the environment plays a key role in supporting and extending the children's development.

The Early Years Foundation Stage learning areas are organised to allow children to explore and learn securely and safely. Effective learning builds and extends upon prior learning and following children's interest. Pupils 'Plan, Do and Review' twice a day, in which they choose from 4 challenges and activities which are set up in the inside and outside learning environments, work on them and then review them at the end of the sessions with their peers.

The learning objectives in the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. Assessment takes the form of formal and informal observation. Each child will undertake a 'Reception Baseline Assessment' within 6 weeks of joining the Reception class. We make regular assessments of children's learning, through interactions with the children and communication with parents.

In planning and guiding children's activities we reflect on the different ways in which children learn. We plan and consider the three characteristics of effective learning outlined below:

- **Playing and exploring** – Children investigate and experience things and have a go.
- **Active Learning** – Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically** - Children develop their own ideas, make links between ideas, and develop strategies for doing things.

(Statutory framework for the Early Years Foundation Stage: published March 2021)

The areas of learning and development

There are seven areas of learning and development, which shape the Early Years education at East Ravendale CofE Primary School. All the areas are important and inter-connected.

Prime areas of learning– particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

- **communication and language**
- **physical development**



- **personal, social and emotional development.**

Specific areas of learning

- **literacy**
- **mathematics**
- **understanding the world**
- **expressive arts and design**

Early Learning Goals

The level of development children should be expected to have attained by the end of EYFS is defined by the early learning goals. There are 17 early learning goals, and they are as follows:

1. Listening, Attention and Understanding
2. Speaking
3. Self-Regulation
4. Managing Self
5. Building Relationships
6. Gross Motor Skills
7. Fine Motor Skills
8. Comprehension
9. Word Reading
10. Writing
11. Number
12. Numerical Patterns
13. Past and Present
14. People, Culture and Communities
15. The Natural World
16. Creating with Materials
17. Being imaginative and Expressive

Policy Owner : East Ravendale Church of England Primary School

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