


EARLY YEAR FOUNDATION STAGE (EYFS) 2022 – 2025

Approved by	
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Signed:	
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Review date:	Autumn 2025

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	2019
2	Review – update EYFS ELG	August 2022

Introduction

“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.”

“Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide balance across the areas of learning. Integral to this is an ethos which respects each child as an individual and values children’s efforts, interests and purposes as instrumental to successful learning.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all children join us at the beginning of the school year in which they are five. They attend the school full-time from the beginning of the year.

Early childhood is the foundation on which children build the rest of their lives. At Asby Endowed School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

We will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents/carers and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors; • It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents/carers and carers.

The EYFS curriculum is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children Learn and Develop in different ways and at different rates

A Unique Child

At Asby Endowed School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Asby Endowed School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of *all* our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;

- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

Welfare - "Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Asby Endowed School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- safeguard children;
- ensure the suitability of adults who have contact with children;
- promote good health and welfare;
- manage behaviour;
- maintain records, policies and procedures.

We endeavour to meet all these requirements.

Positive Relationships

At Asby Endowed School we recognise that children learn to be strong, independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/carers as Partners - We recognise that parents/carers are the child's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating their children. We do this through:

- Talking to parents/carers about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school;
- Offering parents/carers regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's Showbie (On-line Learning Journal) records;
- Encouraging parents/carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents/carers twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents/carers receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers: Share days, Class assemblies, Sports Days etc;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teacher acts as a 'Key Person' to all children in the EYFS.

We have developed good links with pre-school providers in the area, such as Dinky Dales Nursery and Shining Stars Nursery. The school staff work closely with the children and their parents/carers with an aim to promote continuity and coherence, in supporting the child to feel comfortable and more confident in the school environment.

The children are invited into school before the summer holidays to foster new relationships. Staff, parents/carers and children of a pre-school age are invited into school and are welcomed to attend community events including school events and events organised by Friends of Asby Endowed School.

Enabling Environments

At Asby Endowed School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning - The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly/termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, these observations are regularly uploaded to Showbie to share with parents/carers and all staff members.

At Asby Endowed School each child's level of development is recorded against the assessment scales derived from the Early Learning Goals (ELG's). Within the final term of the EYFS, we provide a written summary to parents/carers/carers, reporting their progress against the ELG's and assessment scales. We give a reasonable opportunity for the parents/carers to discuss these judgements with the EYFS teacher.

The Learning Environment - The KS1/EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The KS1/EYFS classroom has its own enclosed outdoor area, which enables the children to access the seven areas of learning. Children are encouraged to bring suitable clothing for all weather conditions, so that they can access the outdoor provision regularly. This will have a positive effect on the children's development, as being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It encourages the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Learning and Development

At Asby Endowed School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style - Our curriculum policies defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents/carers;
- the good relationships between our school and the settings that our children experience prior to joining our school.

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. 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.

The three Prime areas are:

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

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

Specific Areas:

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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Characteristics of Effective Learning - We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Play - "Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults."

Through play our children explore and develop learning experiences, which help them make sense of the world in which they live. They practise and build up ideas and learn how to control themselves and begin to understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning - When actively learning children are involved and concentrating, they keep trying and enjoy and achieve what they set out to do.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking - "When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

When children are thinking creatively and critically they are having their own ideas, making links and choosing ways to do things.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.