

Norton CEVC Primary School
Early Years Foundation Stage Policy
Learn Believe Achieve
Hand in hand with God and each other



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Statement of Intent

At Norton CEVC Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

We believe our Early Years Foundation Stage should be a place to develop children's social skills, self-confidence, life skills and a love of learning. Our aim is for children to become independent learners and to have the confidence to develop their learning through investigating and questioning. This enables children to be equipped with the skills they can apply independently, in KS1 and beyond and to achieve their best at school.

In the early years, we promote independence and enable children to play, explore, be active in their own learning, to create and think critically. We understand how important it is that children feel happy and safe in our early year's environment. We pride ourselves on developing purposeful relationships with our pupils and families based upon mutual respect.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress, and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'Statutory framework for the early years foundation stage'
- DfE 'Early years foundation stage profile: 2024 handbook'
- DfE 'Keeping children safe in education'
- DfE 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equal Opportunities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Whole-School Food Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy

Our Vision

Norton CEVC Primary School is a caring Christian community which values every member. Each child is different, and we encourage him or her to take pride in individual achievements as well as striving together for excellence. We aim to provide the highest quality care and education for all our children, thereby giving them strong foundations 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 and others to meet their individual needs and to help every child to be the best they can be both academically and socially.

As outlined in The EYFS Statutory Framework, 'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles shape our practice:

- 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 to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.

- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

Roles and Responsibilities

The governing body will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early years foundation stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

The headteacher will be responsible for:

- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS teachers will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.

- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

Learning and Development

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading

- Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning and Assessment

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Reception Class are involved in this process.

At Norton CEVC Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally

(referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy: Pupils ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Learning Environment and Outdoor Spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

The classroom is bright with interactive displays and designated areas such as the book and role play area. Resources are labelled and children know where these can be found.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

EYFS has their own cloakroom and toilet facilities.

Working with Parents

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Norton CEVC, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Norton CEVC Primary School attend. At Norton CEVC Primary School we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open-door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Tapestry, an online learning journal which parents can access at home
- Inviting parents in the school to share their specialised skills

- Inviting parents to accompany staff on trips

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

SMSC Development

In the Early Years, we have a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being.

Spiritual Development

- Encouraging awe and wonder for environment – e.g. lying looking at clouds in the sky
- Encouraging appreciation of nature – e.g. spider webs, watching ladybirds
- Encouraging children to reflect on their experiences, individually and in group time
- Supporting development of imagination and creativity through stories and open-ended creative provision
- Planning for and offering magical moments
- Acknowledgement of importance of enjoyment to well-being through having fun e.g. jumping in puddles

Moral Development

- Through questionnaires encourage community involvement in thinking about values to promote e.g. being honest
- Promote values through stories at large group time
- Discuss values and feelings through Jigsaw
- Reward system rewarding attitudes and values e.g. being kind
- Staff modelling of values e.g. being friendly
- Supporting children's following of rules e.g. "walk in the classroom"

Social Development

- Staff support social skills and development throughout play and learning experiences
- Snack times and lunch– supporting table manners
- Teaching self-care habits – e.g. blowing noses, covering mouth when coughing
- Support inclusion of children within play and challenge any stereo typing e.g. "boys can't come in the home corner"
- Support transition process into reception and into school
- Support development of respectful behaviour e.g. listening to others, not invading other children's space
- Zones of regulation to communicate feelings and worries
- Sharing a wide range of quality inclusive texts/stories and social stories with children

Cultural Development

- Appreciation of cultures of others as it arises from home backgrounds of children within reception and within the books shared

- Encourage families to tell us about their own cultural celebrations and customs
- Encourage bi-lingual children to use their home language, as well as English and discuss importance of this with parents
- Challenge stereo –typical language and ensure all types of families feel accepted and respected.
- Quality inclusive resources purchased and provided in the environment
- Understanding and feeling comfortable in a variety of cultures

Safeguarding

Safeguarding and welfare procedures 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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Induction and Transition

Norton Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old.

During the Summer Term prior to starting school the following September the following visits are conducted:

- Reception staff will visit pre-school settings from which September's intake will be taken.
- Information Meeting
 - There is also time for an informal chat and parents' questions. Information packs will be distributed to parents, detailing school routines and expectations. Induction packs for children to complete with parents will also be given out as another way to support practitioners' knowledge and understanding of each individual child.
- Where desired, the class teacher will visit each child in their home environment.
- During the summer term, children are invited to spend one afternoon a week at Norton Primary School in order to familiarise themselves with both the staff and the foundation stage classroom environment.
- A social story book is given to children about what to expect during the school day.

In the final term in Reception, the Year 1 teacher will meet with the Reception Class 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.

Monitoring and Review

This policy is reviewed annually by the Governing Body and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is October 2026.

Document Control

Date	Amended By	Section updated	Summary of Changes
October 25	Lisa Sparkes	Legal Framework Added Roles and Responsibility Section	Changed Dates