

NEW MILTON INFANT SCHOOL



Early Years Foundation Stage (EYFS) Policy

School name	New Milton Infant School
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Name of responsible Manager/Headteacher	Amy Wake
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Aims

We believe every child deserves the best possible start in life. Our overriding aim in the Early Years Foundation Stage is to provide children with positive foundations to develop a love of learning. Our Aspirations of I am kind, I am respectful, I am courageous, I am responsible and I try my best underpin all that we do. Every child is included and supported through equity and equality of opportunity and anti-discriminatory practice.

We know that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults in our carefully planned, organised enabling environments.

We know that 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. Our Early Years Foundation Stage Curriculum and provision aims to ensure that we provide teaching and learning that gives children the broad range of knowledge and skills. This lays the foundation for good future progress through school and life, enabling them to make the most of their individual abilities and talents as they grow up.

As children grow older and move into the reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning to prepare them for year 1.

Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

Structure of the EYFS

At New Milton Infant School, our Early Years provision includes two individual Reception classes, each with space for 30 children. They are connected by an indoor shared area, as well as a large outdoor space with garden and patio areas.

Curriculum

Teaching and learning in our Reception classes follows the curriculum as outlined in the revised Early Years Foundation Stage Statutory Framework which applies from September 2021. The EYFS Framework includes seven areas of learning and development that are equally important and interconnected. However, three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Staff will also support children in 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

At New Milton Infant School, our curriculum is underpinned by the Educational Programmes of the EYFS Statutory Framework and an approach to curiosity. These Educational Programmes provide further information about each of the seven areas of learning, and shape the activities and experiences we provide for our children. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. Our curriculum is carefully planned to ensure that children are able to develop the Characteristics of Effective Teaching and Learning as outlined in the EYFS Framework. These positive learning behaviours enable children to develop a strong foundation for lifelong learning.

Planning

The EYFS at New Milton Infant School provides a happy, safe, caring, stimulating, and well-organised environment which encourages children to be curious in which children learn by building upon what they already know and can do.

Staff at New Milton Infant School consider children's individual needs, their interests, their stages of development and use all this information to help plan challenging and enjoyable experiences across all areas of learning and development.

In planning and guiding children's activities, staff reflect on the different ways in which children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We also take steps to provide opportunities for children who speak English as an additional language to use their home languages whilst ensuring these children have appropriate support to develop their Communication, Language and Literacy in English.

Teaching and Learning

Teaching and learning in EYFS is implemented through a carefully planned balance of purposeful play opportunities and guided learning. We recognise that children learn best when they are absorbed, interested and active. Our provision has an underlying ethos of learning through play and hands on, practical experiences and we offer a mix of adult-led and child-initiated learning. Our well-trained staff respond to each child's emerging needs and interests, guiding their development through warm, positive and purposeful interactions. Staff skilfully support children to take on new challenges, extend their ideas

and consolidate their learning. Adults scaffold children's learning by joining children as play partners and co-creators. This involves using a practitioner's deep knowledge of the child to move them on from 'what they already know' to 'what they could know next'.

Directed teaching is also delivered to the whole class, small groups and individual children when appropriate. We plan daily whole class carpet sessions for phonics, story time, maths and circle time. Teachers deliver carefully planned sequences of lessons which enable children to develop essential knowledge and skills. Children also take part in guided group work alongside an adult so that they can apply their skills and develop confidence.

The learning environment is carefully planned to reflect all seven areas of learning and children's own interests and fascinations. Resources are provided to enable open ended play, so learning is not limited, and natural resources are used whenever possible. We encourage the children to be independent and gather their own resources and plan how they want to use them. These approaches enable children to develop independence, perseverance, confidence and respect for others and the world around them.

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

(EYFS Statutory Framework - DfE, 2021)

Assessment

At New Milton Infant School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their levels 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.

The Reception Baseline Assessment and Profile

Within the first 6 weeks of a child starting reception, staff will administer the Statutory Reception Baseline Assessment (RBA). This is a short assessment that is taken in the first six weeks a child starts in reception. 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 is 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 attainment against expected levels, and their readiness for year 1. Each child's level of development will be assessed against the early learning goals, indicating whether children are:

- meeting expected levels of development
- or if they are 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.

Working in partnership with parents

We recognise that continuity between all settings is key to ensuring a high quality EYFS experience and ensures that children's social, emotional, well-being and educational needs are addressed effectively. At New Milton Infant School, 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.

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.
- Inviting parents to workshops so that they understand what their children are being taught in EYFS and how to help at home
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children into school
- Meeting with parents regularly to discuss progress
- Inviting parents into school to see the outcomes of children's learning
- Through the use of Class Dojo, an online learning journal which parents can access at home
- Encouraging parents to make use of the school reading diary
- 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/ carers. Parents/ carers are kept up to date with their child's progress and development. At the end of the Reception year, the EYFS Profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Safeguarding and welfare procedures

At New Milton Infant School, we recognise that 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. We understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2021) and have regard to the 'Keeping Children Safe in Education', 'Working Together to Safeguard Children's statutory guidance and the 'Prevent Duty Guidance for England and Wales'. We endeavour to meet all these requirements and staff receive annual safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. Our full safeguarding and welfare procedures are outlined in the schools Safeguarding and Health and Safety policies. An annual audit is completed to ensure systems are in place to cover all aspects outlined in section three of the Statutory Framework.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'

(Statutory Framework for the Early Years Foundation Stage, 2021)

Monitoring arrangements

It is the responsibility of the EYFS team to follow the principles stated in this policy. This Policy will be monitored and evaluated through regular visits, review of appropriate documentation (e.g. head teacher's reports), governor visits reports and feedback and approval during FGB meetings.

Governors will need to bear in mind the following questions:

- Were key elements in evidence during the visit?
- What strengths and weaknesses were observed or discussed?
- Has this Policy impacted standards?
- Are changes needed to the Policy?