



Thrupp Primary School

Early Years Foundation Stage Policy

Approved by: Standards & Welfare Committee	Date agreed: January 2025
Last Reviewed: January 2023	Next Review: January 2027 (Unless Curriculum changes before)

Thrupp Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

INTENT

The EYFS Statutory Framework states that 'Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (DfE, 2024). At Thrupp, our intent within EYFS is to provide children with a rich, engaging and stimulating environment that fosters a love for learning and promotes holistic development. We recognise that the early years are crucial for establishing a foundation for lifelong learning and development. Therefore, we prioritise fostering **nurture, play and curiosity**.

We aim to cultivate children's innate **curiosity** by providing diverse and meaningful learning opportunities across all areas of learning. This encourages exploration, critical thinking and problem-solving skills.

We intend to develop self-sufficient, resilient learners who can make choices and take ownership of their learning within **play**. We implement strategies that promote decision-making skills and independence in everyday activities.

Our intent is to create a **nurturing** and inclusive environment where children feel safe, valued and confident. We prioritise social skills, emotional literacy, and the development of positive relationships with peers and adults.

We strive to prepare children for their transition to Reception, Year 1 and beyond by ensuring they acquire the foundation skills in literacy, numeracy and communication. We recognise the importance of the home-school partnership and build strong relationships with our families; involving them in supporting their child's learning and development.

Principles of Early Years Education:

At Thrupp Primary and Fledglings Nursery we aim to provide the highest quality care and education for all of our children, thereby giving them a strong foundation for their future learning and well-being.

The EYFS is based upon four overarching principles:

- 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 practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

IMPLEMENTATION

To achieve our intent, we implement a well-structured, child-centred curriculum that encompasses the seven areas outlined in the EYFS Framework and below. Our approach involves:

- **Individualised Learning** – We implement a broad and balanced curriculum that has been carefully developed to ensure all of our children succeed and their individual needs are met to enable them to meet Early Learning Goals by the end of Reception. We ensure that all children have access to the curriculum and make progress irrespective of their gender, ethnic or social background or special educational needs.
- **Play Based Learning** – We encourage learning through play, recognising that play is essential for children's development. Our environment is rich in resources for imaginative play, role play and hands-on exploration both indoors and outdoors. This enables children to become lifelong learners, who are enthusiastic and ready to learn in Key Stage 1 and beyond.

- **Engagement with families** - Develop a strong partnership that enables children to make effective transitions from home to nursery and home/nursery to school. This involvement helps foster an understanding of children's learning processes and encourages reinforcement at home.
- **Continuous Professional Development** – Our staff engage in regular training to stay in tune with best practices in early years education. This contributes to a reflective practice culture, ensuring our teaching approaches are current, effective and responsive to children's needs.

Our Pedagogy

'We believe in modelling, scaffolding, encouraging, questioning, supporting, demonstrating and challenging our children! Children learn best when we provide a **nurturing** environment, listen to and follow their ideas and give them the time to be **curious**, explore and **play**.'

Our children are involved in a range of first-hand experiences to enable them to embed their knowledge and skills. The nurturing environment we provide enables our children to be **reflective** and **resilient** learners, who **aspire** to be the best they can be. At Thrupp, we use the Foundations for Language (Little Wandle) to enhance interactions and support children to **relate**.

The EYFS curriculum consists of seven areas of learning and development which include three **prime** areas and four **specific** areas as outlined in the 2024 EYFS Statutory Framework. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas.

Prime Areas of Learning and Development

- *Communication and Language*
- *Personal, Social and Emotional Development*
- *Physical Development*

Specific Areas of Learning and Development

- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. **Three characteristics of effective teaching and learning are:**

- *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 have and develop their own ideas, make links between ideas, and develop strategies for doing things.*

The Learning Environment and Play

Our classroom environments are set up based on our children's needs and interests. Resources are clearly labelled and easy accessible in order to enable children to choose their own learning. We organise the day to provide a balance between the following:

- *Child Initiated Activities*: children make choices from within the learning environment to meet his/her outcome for learning.
- *Adult Initiated Activities*: practitioners provide the resources to stimulate and consolidate learning.
- *Adult Led Activities*: children engage in planned activities to meet specific focussed learning outcomes.

Through play our children explore and develop learning experiences which help them make sense of the world. For young children purposeful play is an essential part of the learning process. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language.

Play offers the chance to explore, discover and create imaginary situations. It develops confidence, concentration, and perseverance, problem solving skills, social skills, and self-esteem. Play encourages autonomous behaviour, the ability to make choices and provides opportunities to explore new and challenging situations.

Observation, Assessment and Planning

Nursery use the 'focus child' approach, which allows staff to target individual interests and complete in-depth assessments and observations to plan next steps and move an individual child's learning forward. Planning in Reception is based around termly themes and is adapted in response to observations and assessment of the children's interests. Parents receive a termly newsletter detailing the work and opportunities planned to take place.

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways and regular assessment is carried out in line with the school's assessment policy. Learning Journeys are produced for every child, in paper form in Nursery and using an online journal (Tapestry) in Reception. These are used to inform and assist with planning and showcase to parents what learning their child has been doing at nursery or school.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- Talking to parents about their child before their child starts our setting (home visits where possible)
- Inviting the children to spend time with the practitioners in their classroom before starting the setting
- Inviting all parents to an induction meeting during the term before their child starts Reception as well as giving them the opportunity to 'stay and play' at one of the transition sessions.
- Encouraging parents to attend parent's evenings in the first term to discuss how their child has settled and their progress
- Providing parents with a written report on their child's attainment and progress at the end of each school year.
- Inviting parents to attend open afternoons.
- Encouraging parents to share their children's home achievements by completing WOW vouchers.
- Encouraging parents to fill in a small questionnaire when their child is in 'focus' in nursery and giving feedback to the parents at the end of their child's focus week
- Inviting parents to a curriculum meeting where a topic is explained e.g. early writing, maths, outdoor learning.

Transition from Foundation Stage (Nursery) to Foundation Stage 2 (Reception)

Most children entering Reception class at Thrupp School have attended Thrupp School Nursery which is a pre-school nursery on site. Fledglings (Nursery) and Kestrels (YR) work very closely together including free flow activity days and termly Early Years Foundation Stage Meetings for staff. The children are familiar with the school site and teachers and Fledglings regularly join in with school events such as key assemblies and celebrations. The sharing of learning journeys, moderation, observations and records between the Fledglings and Kestrels' class teacher also aid the transition from Nursery to School.

In addition to staff meetings and regular informal discussion throughout the academic year, formal discussions occur between the Class Teacher and the Thrupp Nursery Leader, as well as staff from other settings where possible.

In addition to this:

- School tours are offered to all incoming parents and children.
- Parents are invited to a 'Welcome Meeting' and receive an 'Information Pack' about the school.
- An informal coffee morning is held for new parents to meet each other and school staff.
- Prospective Reception children are invited to two 'stay and play' sessions in the summer term before they start school.
- All parents are asked to complete a 'My profile' with their child to inform us of things that they enjoy/don't enjoy and ways in which they can be supported when they start school and beyond.
- The EYFS Staff are always available before and after school to chat to parents and are proactive in talking to parents about issues that may arise.
- Nursery staff work with other school settings to support a smooth transition if the child is starting their reception year at different school.
- Reception staff work with other nursery settings to support a smooth transition if the child is starting Thrupp from a different setting.
- We hold a phonics information evening when their child starts Reception to show how we teach reading at Thrupp and to support parents with reading and writing with their children at home.
- Parents are given the class email address so they can contact Reception staff directly with any questions, concerns or information before their child starts school.

Roles and Responsibilities

It is the responsibility of the Class Teacher, Nursery Leader and Head Teacher, as appropriate, to provide the best possible care and education for the EYFS children.

The role of the Class Teacher and Nursery Leader is:

- To implement the EYFS Policy.
- To monitor and review achievement and attainment of all pupils and curriculum provision across the EYFS.
- To take responsibility for the methods of teaching and learning used in our EYFS pupils in order to ensure that policy and practice is joined up throughout the EYFS, including lesson planning, record keeping and assessment procedures.
- To plan, implement and evaluate the continuous development of our provision for EYFS children, taking into account training requirements, appropriate teaching resources, timetable arrangements etc.

- To facilitate excellent communication between EYFS staff and parents/carers on all aspects of our EYFS provision.
- To assist in the process of managing and appraising the work of our teaching assistants.
- To actively contribute to the process of the self-evaluation of our EYFS provision.
- To promote and develop the outdoor learning opportunities within the early years encouraging all staff to understand the benefits of outdoor learning.

All Practitioners play an extremely valued role alongside the teacher. Their expertise is used to ensure valuable structured play opportunities are achieved amidst a slightly more formal Y1 day.

Safeguarding

“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 Thrupp Primary School we are committed to:

- Ensuring staff: pupil ratios are within the recommendations of the EYFS.
- Promoting the welfare of children.
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill.
- Managing behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensuring all adults who look after the children or who have unsupervised access to them, are suitable to do so.
- Ensuring that the premises, furniture and equipment are safe and suitable for purpose.
- Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our setting/childminder setting.
- Maintaining records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Equal Opportunities and Inclusion

The Early Years Foundation Stage forms part of the school curriculum policy to provide a broad and balanced education to all children. All pupils will be given equal access to the Early Years Foundation Stage curriculum irrespective of their gender, ethnicity and social background. Developments will be in line with the school policy on equal opportunities.

Special Educational Needs

Appropriate adjustments will be made for pupils who have special education needs. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupil’s needs will be provided for in line with the school policy on SEN.

Thrupp School Nursery

Thrupp School Nursery is a governor run setting and offers:

- 30 hours childcare by being open 9.00am to 3.00pm Monday to Friday.
- Parents can choose full days or a half-day session running from 9.00am to 12.00pm or 1.00pm.
- Children can start in the term of their 3rd birthday.
- Fees are kept in line with the hourly rate of the nursery grant as set by the Local Authority.
- All children are entitled to 15 hours free childcare from the term after their 3rd birthday.
- Parents can claim up to 30 hours free childcare if they work more than 16 hours a week.
- The nursery is monitored by the governing body who are provided with occupancy, financial and general information on a termly basis via a written report. They also meet with the Nursery Leader and visit sessions regularly.
- The nursery runs a key worker system.
- A prospectus is available with all relevant information about the running of the nursery.
- Information is also available on the website for both prospective parents and current parents.

IMPACT

The impact of our EYFS provision can be measured in various ways:

- **Strong development outcomes** – Children make excellent progress in all areas of learning and they independence, eagerness to learn, and an understanding of routines and expectations. This means they are ready to learn in a more formal way as they move into year one.
- **Well-Developed Characteristics of Effective Learning** – Observations indicate that children demonstrate enjoyable engagement in learning, resilience, creativity, and willingness to take risks in their learning journey.
- **Positive Emotional Well-Being** – Children show great progress in their confidence, social skills and self-esteem. They form secure attachments with staff and peers, promoting a safe and happy learning environment.
- **Parent Satisfaction** – We receive positive feedback from families regarding their involvement in their children's learning. Surveys indicate that parents feel informed and are active participants in their child's educational journey.

Monitoring and Reviewing

It is the responsibility of all the EYFS Staff and the Head Teacher to follow the principles stated in this policy. EYFS moderation takes place annually, internally and externally. The Head teacher, EYFS leader/teacher carry out monitoring of the EYFS as part of the whole school monitoring schedule. We strive to create the best possible start for every child, laying the groundwork for future educational success.