



GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

Early Years Foundation Stage Policy 2024-2026

Updated: Summer 2024
New Review: Summer 2026

Approved by the Local Governing Board on 23rd April 2024

A handwritten signature in black ink, appearing to read "J. Dempster", is written in a cursive style.

Signed by: Mr. James Dempster
Position: Chair of the Local Governing Body

At Glebe Primary School we believe that early childhood is the foundation on which children build the rest of their lives. We recognise the important role the EYFS plays in building a strong foundation for future learning. We plan for enjoyable and motivating learning experiences, in a happy and safe environment, which meet the children's individual needs and build upon what they already know, enabling them to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child reach their full potential.

Early years foundation stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Glebe Primary School, children join the Reception class in the year that they become five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children "learn and develop well and keep healthy and safe." We aim to support children in their learning through "teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life."

"We ensure every child gets the best possible start to school life to enable them to fulfil their potential."

(Statutory Framework for the EYFS 2021)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

A unique child

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.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children about 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)

At Glebe Primary 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:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose

- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive relationships

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

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure as well as challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest where possible. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. 'Wow moments' are recorded on the children's individual profiles on tapestry. We encourage children to direct their own activities independently and build knowledge through extended teacher questioning and play. The children will also access learning through daily tasks in Literacy and Maths.

The EYFS at Glebe Primary school provides a happy, safe, caring, stimulating and well organised environment in which children learn by building upon what they already know and can do. Teachers and support staff at Glebe Primary School consider their needs, interests of the children and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of learning and development.

Children at Glebe Primary School:

- Play in well structured, varied and stimulating environments. This encourages active learners.
- Learn through a flexible indoor and outdoor curriculum through which their interests can be explored in depth,
- Learn in a secure and exciting environment through which children can feel valued and can become confident learners,
- Are well supported through transitions from pre-school settings and into Key Stage 1.
- Involve their parents/carers in their learning and development.

Teachers and teaching assistants provide the curriculum in the reception classes. There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

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

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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 prime area gives cause for concern, staff will discuss this with the child's parents and/or

carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

At Glebe Primary School:

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of 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. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.”

(Statutory Framework for EYFS 2021)

Planning and guided children’s activities will reflect on the different ways that children learn and reflect these in their practice. At Glebe Primary School we support children in using the three characteristics of effective teaching and learning. These 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; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2021)

Partnership with parents/carers

The 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 Glebe Primary 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 that the children of Glebe Primary School attend.

At Glebe 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 and approachable
- Maintaining an ongoing dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children twice a year to discuss progress
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips

Inclusion/special educational needs (SEN)

All children and their families are valued at Glebe Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account

contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion Policy for SEN.

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 whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.