



**The Redeemer**  
Church of England Primary School

EYFS policy

Date: 2024 2025

## Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school the Foundation Stage begins when children reach the age of four. The children start the Reception class the September before they are five. The Reception year is the first year in the formal school setting and will underpin all future learning for our children.

At The Redeemer we aim to create an attractive, welcoming and stimulating learning environment which encourages children to explore, investigate and learn through first hand experiences. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. In Reception, children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation through play.

### Starting Reception

Children begin the Reception class in the September of the school year in which they will be 5 years old. Children join The Redeemer often having attended one or more of the pre-schools and nurseries within our local area. Please see our Admissions policy for more information. Our admission arrangements are carefully organised and regularly reviewed to ensure that all parties are happy, confident and fully informed about all aspects of induction.

For young children change and transition can be bewildering and overwhelming. For this reason we value the importance of a positive introduction to school for both child and parents/carers. We begin to meet new pupils and welcome families to The Redeemer during the summer terms of the school year prior to entry. Towards the end of the Summer Term the children will have the opportunity to meet their new class teacher and experience both the indoor and outdoor environment provided for them. Parents / carers will also have the opportunity to attend a meeting with the Foundation Stage staff. The children will start the Reception class on a full time basis in September. Starting dates will be staggered over a period of two days.

### Aims of the Foundation Stage

- To make each child's first experience of school happy and fun.
- To provide a child friendly setting that is safe, stimulating and caring.
- To ensure that all children feel valued in the Foundation Stage setting.
- To develop children's confidence and independence to carry out daily tasks and to become independent learners.
- To offer a balance of child-initiated and adult-led activities.
- To provide a differentiated curriculum firmly based on children's needs, interests, skills and knowledge.
- To foster and develop a partnership between home and school in order to establish an accurate understanding of each child's individual needs. (Parents as partners)
- To provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.
- To work within the guidelines of the Early Years Foundation Stage (EYFS)

During academic year 2020/2021 The Redeemer are following the EYFS framework that has been produced for schools participating in the Early Years Foundation Stage Reforms Early Adopter Year.

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind

- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Four guiding principles should shape practice in early years settings. These are:

- 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. (See “the characteristics of effective teaching and learning” at paragraph 1.15)
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- the assessment requirements (when and how practitioners must assess children’s achievements, and when and how they should discuss children’s progress with parents and/or carers)

Our practice is underpinned by these four themes.

### **UNIQUE CHILD**

**‘Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.’**

‘Statutory Framework for the Early Years Foundation Stage’

At Blackburn The Redeemer CE Primary School we believe all children are special. We give all our children the opportunity to achieve their best by:

- Using a wide range of teaching strategies that include Visual, Auditory and Kinaesthetic learners
- Planning activities that take into account children’s individual learning needs
- Using resources and materials that reflect the community that the children come from
- Provide a safe and supportive learning environment in which the contribution of all children is valued

### Inclusion

All children at The Redeemer are treated fairly regardless of race, gender, religion or abilities. We value the diversity of individuals within our school as we believe that all our children matter. We give our children every opportunity to achieve their best by taking account of the range of life experiences our children have when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of all our children by taking in to account children with special educational needs, those who are more able, children with disabilities, children of different social and cultural backgrounds, boys or girls, and those of different ethnic groups.

### Special Educational Needs

When identified, children who require additional support within the classroom will be involved in small intervention groups or receive 1:1 support in line with the Special Educational Needs Policy. The class teacher will discuss any targets identified with the child's parents/guardians on a regular basis. We also ensure that the curriculum meets the needs of those children who have been identified as Gifted and Talented, extending their learning when appropriate.

### Safeguarding children with SEND

To ensure that all of our pupils receive equal protection, we give special consideration to children who are:

- Disabled and have special educational needs;
- Have special educational needs (with or without a Health Care Plan)

### Safeguarding and 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.'**

'Statutory Framework for the Early Years Foundation Stage'

The safety of our children is paramount at The Redeemer. We aim to educate children on boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop this important life skill. Children are encouraged to take risks in order to aid their own learning, but need to be taught how to recognise and avoid hazards.

At Blackburn The Redeemer CE Primary School we:

- Ensure that the school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility
- Promote the welfare 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**

We also aim to develop caring, respectful, professional relationships with children and their families. All staff involved within the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

### Parents as Partners

Parents are the first and most important educators of a child. We encourage their involvement in all aspects of learning and encourage a partnership based on mutual trust and respect by:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the learning that takes place for each child with parents and valuing the ongoing contributions to this from parents.

- Offering a minimum of two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress during their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents:

## **ENABLING ENVIRONMENT**

The Redeemer provides a stimulating indoor and outdoor environment for Reception children, offering experiences and activities that are challenging but achievable, so giving children the confidence to explore and learn in secure, safe spaces.

The Foundation Stage classroom is organised to allow children to explore and learn. There are areas where the children can be active, be quiet, creative etc. The learning environment is divided into clearly defined areas including: role play, book corner, writing table, maths area, listening centre, computer area, art and craft area, playdough, exploration (play dough, gloop, snowflakes...), sand, water, outside, construction, small world and painting.

Children have access to the outdoor classroom throughout the school day. The opportunity to move between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

### The Indoor Classroom:

We aim to ensure that the indoor environment is:

- bright, attractive, orderly and well ventilated
- has areas suitable for quiet learning, focussed individual or paired/group learning, comfortable relaxation, investigation, creativity and construction,
- organised to encourage children to take a pride in and responsibility for their environment and to develop independence in the selection, care and return of resources and equipment

### The Outdoor Classroom

We aim to ensure that our outdoor environment:

- offers opportunities for fresh air and exercise in a secure environment
- promotes physical development, health and general well being
- provides some covered and shaded areas
- has a variety of features, different surfaces, texture and levels
- offer a range of opportunities and challenges for independent and supervised exploration and experiences in all areas of learning

## **LEARNING AND DEVELOPMENT**

**'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.'**

'Statutory Framework for the Early Years Foundation Stage'

At The Redeemer a carefully structured curriculum based on the Development Matters and Early Learning Goals offers provision that builds on the children's individual learning needs. Through play, children have the opportunity to explore, investigate, discover, repeat, revise and consolidate their knowledge, skills and understanding.

The EYFS is divided in to 7 areas of learning and development, all are important and interconnected however, 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.

These three areas, the *prime* areas, are:

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

There are 4 *specific* areas, through which the three prime areas are strengthened and applied. These are:

- Literacy
- Mathematics
- Understanding the world

- Expressive Arts and Design

### **Communication and language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **Physical development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Personal, social and emotional development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### **Understanding the world**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Expressive Arts and Design The development of children's artistic and cultural awareness suppo

## **Expressive arts and design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### 'EYFS Early Adopters Framework'

We believe these seven areas depend on each other to support a rounded approach to child development. Children learn in many different ways and we recognise the need to provide opportunities that allow children to learn in the ways that best suit them ~ playing, talking, observing, investigating and problem solving, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. The curriculum is delivered through a combination of adult-led focussed learning and child-chosen/child-initiated activities. The learning may be delivered through a wide variety of activities aimed at the whole class, groups, pairs or individuals that take place both in and out of doors.

## Planning

We are guided by a Long Term Planning overview, Medium Term Plans and detailed weekly plans for cross curricular topics to which the children are encouraged to add their own interests and focuses for learning. Where appropriate, the whole topic is pupil-initiated and led. Systematic planning ensures continuity and progression in the introduction and development of specific basic skills and concepts. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

## Long term plan

The long term plan outlines the possible topics to be covered in Reception on a yearly basis. Throughout each topic, work will be planned and delivered to cover all 7 areas of learning from the EYFS.

## Medium term plan

The medium term plan outlines objectives and activities which will be covered throughout a half term, taking in to account the age and development of the children. However the timing for this may vary as it is based on the children's interests and any unexpected educational opportunities which may arise.

## Short term planning

Weekly plans show clear learning objectives, activities and opportunities for assessment /observations. A mixture of directed and free choice activities are planned each week for children to engage in. In Reception, English, Mathematics and phonics are taught on a daily basis. More formal lessons will be taught towards the end of the Summer Term to ensure a smooth transition into year 1.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. As stated in the Statutory Framework, three characteristics of effective teaching and learning are:

### **Playing and exploring – engagement**

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### **Active learning – motivation**

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

### **Creating and thinking critically – thinking**

Having their own ideas  
Making links  
Choosing ways to do things

### Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

- On entry assessments are made in Reception to give teachers and support staff an understanding of the children's individual abilities in each area of learning. This is called Baseline and currently the school uses CEM – 1:1 computer based assessment, BPVS – a receptive vocabulary test, DLS – levels of comprehension and expressive language and a physical development assessment. Academic Year 2020/21 the children will undertake the NFER reception baseline pilot. During 2021 the children will undertake assessments and participate in the NELI project. (The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms.)
- Teachers must complete an EYFS profile for each child. An assessment will take place in the summer term of the academic year in which a child reaches age 5 years, no later than the final week of June will be specified on the early adopter schools. Each child must be assessed against the 17 Early Learning Goals (ELGs) and teachers may choose to provide a commentary on the 3 characteristics of effective learning.
- At the end of the Reception Year information will be passed on to the next teacher giving them a detailed account on each child's abilities.
- Early Years Foundation Stage Profile data will be sent to the LA (exempt this year as Early Adopters)

### Staff Development

- The identification of training needs for all practitioners will take place through Performance Management and/or staff development interviews. The statutory supervision meetings for Early Years will take place regularly. Appropriate dissemination of training and INSET will take place, and feedback from all courses will be shared with all the staff.

Presenting to the Governing Body: April 2021

Renewal Due: April 2022