



Christ the Sower Ecumenical Primary School

EYFS (Early Years Foundation Stage) Policy

Our Vision

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for **all** our children to flourish and achieve their **full potential**; so that every child can learn and explore who they are created to be. With the **highest of expectations**, we individually and collectively, will **care for, nurture, and develop** each and **every child**.

Members of staff responsible:

Headteacher Ms M Nugent

Foundation Stage leader: Miss A Jacobs

Foundation Stage Staff Team

Date of policy: Spring 2023



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1. Introduction & Aims

At Christ the Sower Ecumenical Primary School, we believe that an outstanding education in EYFS will set children up with the skills needed to ensure the best possible outcomes throughout their formal education.

We believe that every child is an individual and deserves personalised learning within highly stimulating classrooms and outdoor learning environments. We are committed to providing a high-quality Early Years education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning.

'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.'

Statutory Framework for the Early Years Foundation Stage (2021)

2. EYFS Principles

The statutory framework is based on four guiding principles that shape practice in Early Years settings. These are:

A Unique Child

Every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways and 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 and rewards to encourage and develop a positive attitude to learning.

• **Positive Relationships**

Children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

• **Enabling Environments**

The environment plays a key role in supporting and extending children's development. Through observations we assess the children's interests, stages of development, and learning needs before planning challenging and achievable activities and experiences to extend their learning.

• **Learning and Development**

The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

3. Areas of Learning

The Early Years Foundation Stage is currently made up of seven areas of learning and development. These areas are all important and are interconnecting. These seven areas are split into three 'Prime' areas and four 'Specific' areas.

Prime Areas

The three prime 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 are:

- [Communication and Language \(CL\)](#)
- [Physical Development \(PD\)](#)
- [Personal, Social, and Emotional development \(PSE\)](#)

They are essential for fostering early learning skills and are promoted heavily through our planning and provision. Successful mastery of these skills supports children to achieve well in the specific areas of learning.

Specific Areas

The specific areas, through which the three prime areas are strengthened and applied are:

- [Literacy \(L\)](#)
- [Mathematics \(N\)](#)
- [Understanding the World \(UW\)](#)
- [Expressive Arts and Design \(EAD\)](#)

Planning

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by adults including maths and phonic sessions. During children's play, early years teaching staff interact to stretch and challenge children further through their interests and develop their next steps.

We provide a stimulating environment, indoors and out, providing many opportunities for children to be curious, ask questions, and to be eager to discover and learn alongside opportunities and time for children to pursue their own interests and time to interact and share with others. Children are given the opportunity to make choices and decisions to develop their independence. Adults will observe and teach at specific moments to enhance children's learning. This will then be documented and assessed.

4. The Learning Environment

At CTS we believe that outstanding learning environments will support children in making outstanding progress in their learning. Our classrooms are set up with the seven areas of learning as laid out in The Early Years Foundation Stage and children can choose independently which of these areas they want to access throughout the day. Classrooms are set up in order to allow children to be as independent as possible in accessing each area of learning. Staff then plan for additional activities and resources depending on the topic, theme or core text through which the children are learning that particular week. Our classrooms are print rich in order to support the acquisition of early language. We also highly value children's work and ensure that this is on display in classrooms celebrating children's achievements.

The outside area has equal importance within The Early Years Foundation Stage and children can free flow between the indoor and outdoor spaces. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have the opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors.

Impact

We monitor the impact and the quality of provision in the Early Years through:

- Learning Walks to notice children's engagement, motivation and independence when learning through Child Initiated Play
- Indoor and outdoor provision; how well children are accessing and engaging with it
- The quality of interactions and relationships between adults and children, children and children, and adults and adults
- Learning Journeys
- Adult Led Book reviews
- Planning reviews
- Children's views
- Staff feedback

In addition, there is a termly review of whole-school data, which has been validated through rigorous internal and external moderation, and focuses on the progress and attainment of identified pupil groups. The SLT, staff and governors review this information and this informs discussions and decisions around provision for all learners within the Early Years Foundation Stage.