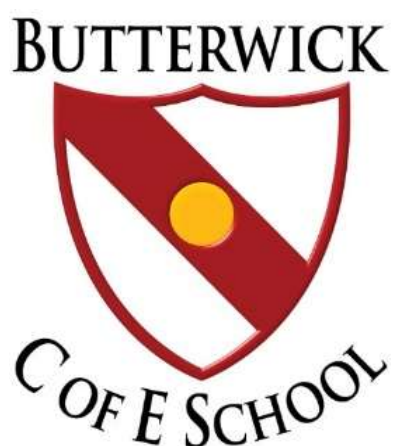


# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



## EARLY YEARS FOUNDATION STAGE POLICY

*As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.*

*'Do everything in love' 1 Corinthians 16:14  
Together Everyone Achieves More*

**Date Agreed:** January 2025  
**Date to be Reviewed:** January 2028

**BUTTERWICK PINCHBECK'S ENDOWED CHURCH  
OF ENGLAND PRIMARY SCHOOL**

## **EYFS Policy**

### **INTENT**

At Butterwick C of E Primary School, we believe that every child deserves the best possible start in life and support to fulfil their potential. Understanding that every child is an exceptional individual, we celebrate and respect differences throughout our school community. The EYFS is committed to offering a creative curriculum which builds the foundations of knowledge which they will need as they transition into Key Stage 1.

### **Aims**

The aim of this policy is to outline our approach in the delivery of the statutory requirements for Early Years. At Butterwick C of E Primary School, we aim to:

- Offer a positive, enjoyable and happy start to their school life which they can establish solid foundations and build a genuine love of learning;
- Provide equality of opportunities and anti-discriminatory practice, ensuring that every child is included and not disadvantaged because of their ethnicity, culture, disabilities or home language;
- Foster positive experiences at key transition points in their school life, e.g. starting school, and moving from Reception to Year 1;
- Support children in building positive relationships with others by the development of their social skills;
- Work in partnership with others such as parents and carers, pre-schools and nurseries that the children have attended, and other agencies where necessary.

### **IMPLEMENTATION**

#### **The Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. It is the first stage of our whole school curriculum which leads to sustained mastery for all. Our long term plan is carefully organised to ensure that opportunities are given to develop outcomes and meet expectations of the Early Learning Goals by the end of their Reception year. We use the Development Matters document to support with medium term planning to ensure clear progression is achieved. This material also supports when baselining children on entry to identify each child's starting point at Butterwick Primary School.

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 – Listening, Attention and Understanding; Speaking
- Physical Development – Gross Motor Skills and Fine Motor Skills
- Personal, Social and Emotional Development – Self-Regulation; Managing Self; and Building Relationships

The prime areas are strengthened and applied through four **specific areas**:

- Literacy – Comprehension; Word Reading; and Writing
- Mathematics – Number and Numerical Patterns
- Understanding the world – Past and Present; People, Culture and Communities; The Natural World
- Expressive arts and design – Creating with Materials; and Being Imaginative and Expressive

### **Characteristics of Effective Learning**

The EYFS also includes characteristics of effective teaching and learning. The three characteristics 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.

### **Delivery of The Curriculum**

Pupils learn through a balance of child-initiated and adult-directed activities. Children also have directed teaching time for English and Maths everyday with regular circle time sessions which focus on PSED. Follow-up work from these sessions are then carefully structured within the timetable so that children have the opportunity to work in small groups and 1:1 with an adult, developing personal targets throughout. As a school, we follow White Rose for maths which begins in Reception. Within this programme, there is an emphasis on studying key skills of number, calculation and share so that pupils develop a deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives and real-life experiences are referred to when applicable. Learning through play is an integral part of our Early Years curriculum. Children learn to adapt, negotiate, communicate, discuss and investigate within areas throughout the setting. We believe it is important for adults to take an active role in child-initiated play through observing, modelling, facilitating and extending their role play.

### **Phonics and Early Reading**

At Butterwick, we have a multi-sensory approach to the teaching of phonics which is based on a systematic delivery as set out in the DfE approved 'Bug Club Phonics' programme. In Reception, children begin by developing an awareness of sounds through stories, rhymes and games which meets the criteria in Phase One. By the end of Reception, children will have learnt all phonemes taught in Phase Two and Phase Three. Children will then continue to progress through Phase Four. Phonics is taught through daily, discreet lessons as a whole-class, systematic approach. Any additional support or intervention is then delivered in small groups or

as 1:1 sessions where necessary. Children apply their learning when reading the books allocated to them that have been closely matched to the letters and sounds they have been taught.

Within the Bug Club Phonics programme, children are also allocated phonic games and assessments for them to practise their sounds at home and additionally in school. It gives opportunities for blending and segmenting through the variety of activities the programme offers.

### **The Learning Environment**

The EYFS 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. The EYFS class has its own enclosed outdoor area which 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. It offers the children opportunity to explore, use their senses and be physically active and exuberant.

### **IMPACT**

The impact of the EYFS curriculum is reflected in having confident, happy and self-regulating children that are ready to transition into Year 1. Children understanding rules and expectations of our school by the end of the year which, in turn, leads them to flourish into great role models as new children join our school.

We recognise that children learn and develop in different ways and at different rates. All areas of learning and development are valued equally and we understand that they are interconnected.

Here at Butterwick, we are driven to ensure that all children are given the opportunity to make good levels of development by the end of Reception, consequently meeting the national expectation for GLD by the end of the year.

### **Assessment**

At Butterwick, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level 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.

Within the first 6 weeks that a child starts in Reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents/carers. We measure progress of children's learning across the year through formative and summative assessments which are based on the teachers' judgements of a child and the evidence of photographs and videos within their Seesaw journey.

The results of the EYFS profile are shared with parents/carers for their child. The profiles are 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.

### **Positive Relationships**

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

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development.

We appreciate the role that parents have played, and their future role, in educating the children. We do this by:

- Encouraging all parents to visit before putting their child's name on the admissions list.
- Inviting all parents to an induction evening in the term before their child starts school. Foundation stage staff are present, and the evening is followed up with visits by all children, to the Reception class in the summer term.
- Encouraging parents to discuss any concerns by being available to talk to them at the beginning and end of the school day.
- Using Seesaw as an important communication platform for parents/carers to share anything from home which they may see to be relevant for us in school.
- Giving parents of children with special education needs support and advice.
- The use of our Learning Mentor for those children who would benefit from additional support around the development of their social skills.
- Giving support to bi-lingual families and those who do not speak English.
- Inviting parents to discuss their child's progress at *Parent's Evenings* in the autumn and spring terms, and by providing a written report on their child's attainment and progress at the end of the year.
- Inviting parents to take part in a phonics workshop where they can be given guidance and advice in how to support early reading and writing at home.
- Sending newsletters to inform parents about events and ways in which they can continue to support their child's learning.

### **Safeguarding and Welfare Procedures**

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 follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance.