



Lythe Church of England Primary School

EARLY YEARS FOUNDATION STAGE POLICY

“Every child deserves the best possible start in life and support to their full 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* Department for Education (2012)**

Aims

- To develop positive relationships with parents and carers, to build a strong partnership in supporting their children’s learning and development.
- To provide a broad, balanced, relevant and creative curriculum with a solid and strong foundation in the three prime areas of learning, and the four specific areas of learning.
- To provide high quality learning experiences that correspond to each child’s developmental stage through careful observation, assessment, and that guide children towards the achievement of the Early Learning Goals at the end of the EYFS.
- To provide a happy, safe and stimulating environment, one in which provides challenge, and promotes a positive attitude to learning.
- To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.

Introduction

At our school we aim to provide high quality learning experiences that encompass the four key principles outlined in the EYFS statutory framework.

- Every child is a **unique** child who learns in different ways and can be resilient and confident.
- Children can learn to be independent when **positive relationships** are fostered.
- Children learn and develop well in **enabling environments** where there is a strong relationship between practitioners and parents and carers.
- Children learn and develop in **different ways** and at **different rates** to their peers.

Learning at Lythe

We use the Early Years Foundation Stage curriculum to plan learning experiences and ensure that we offer adult guided and child-initiated activities alongside each other, as a balance is needed to achieve the end of year expectations.

We plan activities that cover the Prime areas of learning

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

The specific areas are

- **Literacy** (Reading and Writing)
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

We also ensure that we incorporate the characteristics of effective learning into our overall curriculum.

- **Playing and exploring** – children will have opportunities to investigate and pretend with objects and ‘have a go.’
- **Active learning** – children will have time to focus on an activity for a prolonged length of time and be proud of their end results.
- **Creating and thinking critically** – children are able to think of their own ideas and find new ways of doing things.

Planning

At Lythe we support all children to become independent learners. We provide a broad curriculum with a strong emphasis on music, especially in our mathematics curriculum. We use this as a vehicle to help children learn mathematical facts in a fun, stimulating way.

Children experience daily phonics, reading, writing and mathematics sessions, some in whole class settings and some in small teacher guided groups.

We meet as a team weekly to plan children’s next steps in their learning and to discuss the whole child’s needs, academically as well as emotionally.

Assessment

“Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development.” (EYFS Statutory framework 2024)

All staff assess and observe children daily and use this information to make sure that future planning reflects identified needs. We record all of our observations.

Within the Summer term of the EYFS parents will receive a written report of their children’s progress and achievement in the Early Learning Goals and the characteristics of learning.

All classes operate a dojo system in school which celebrates children’s achievements as well as exemplary behavior within school.

Teaching and Learning

At Lythe children in the EYFS participate in individual, group and whole class activities. As the year progresses group activities become slightly longer to take into account the child’s increasing maturity and concentration.

We aim to encourage the children to be independent learners and to encourage this we place an importance on play underpinning the whole curriculum. Children make sense of the world when they are playing and are able to practice narratives as they act out situations in their play. It is important that they are able to orally say things as this is a precursor to writing.

“Learning through play is the most powerful way for children to develop understanding.”

(Anna Ephgrave In the moment Planning)

The Learning Environment

In our school we recognise that the environment plays a significant role in facilitating children’s learning.

We strive to ensure that the indoor spaces are well organised with clearly labeled and attractive resources. These are organised for children to access with or without the support of an adult.

Being outdoors offers learning on a ‘big’ scale and children are able to be physically active and access sand, water, construction, a mud kitchen and drawing on the playground with their friends.

“Outdoor learning complements indoor learning and is equally important. Play and learning that flow seamlessly between indoors and outdoors enable children to make the most of the resources and materials available to them and develop their ideas without unnecessary interruption. Outdoor learning encompasses all that children do, see, hear or feel in their outdoor space. This includes the experiences that practitioners create and plan for, the spontaneous activities that children initiate, and the naturally occurring cyclical opportunities linked to the seasons, weather and nature.” (EYFS Statutory framework)

Working with families

We recognise the importance of forging positive relationships with parents and carers. We operate an open-door policy and value the parent’s views and concerns. Staff are available at the start and end of the day to answer questions and provide information for parents.

We hold stay and play sessions in the summer term to give families an opportunity to meet the new staff prior to starting school.

We encourage parents to take part in their child’s learning by taking part in Stay and Play sessions, book looks, reading/phonics workshops and events and seasonal events.

Safeguarding and Welfare

At Lythe, it is important to us that all our pupils are ‘safe’. We aim to educate our children on boundaries, rules and limits. We provide children with choices to help them develop important life skills and teach them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

We are legally required to comply with certain welfare requirements as stated in the *Statutory Framework for Early Years Foundation Stage*. We aim to:

- Promote the welfare of children.
- Promote good health, including oral hygiene, preventing the spread of infection and taking appropriate action when children are ill.
- Ensure when pupils are eating, ensure the necessary safeguarding measures including correct training for staff and appropriate supervision.
- Through responsive and supportive relationships, we help children to regulate their emotions and learn how to manage their feelings and responses.
- 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, including access to technology, are safe and suitable

for purpose.

- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their need.
- Ensure children have access to a carefully sequenced curriculum to includes opportunities for children to learn how to keep themselves safe and well.

Inclusion

- We value the diversity of individuals within Lythe and believe that all our children and their families matter. All our pupils are treated fairly whatever their race, gender, religion or abilities. We give them every opportunity to achieve their best, by taking account of their range of life experiences when planning for their learning.
- In the Early Years, we set realistic and challenging expectations for all our pupils: boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- We meet the needs of all our children through planning opportunities that build upon and extend their knowledge, experience and interests, and we develop their self-esteem and confidence using a broad range of teaching strategies based on their learning needs.

Monitoring and Review

The Headteacher, Foundation Stage coordinator and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Adopted by the Governing Body: March 2025.

Review Date: March 2026.