

SHADSWORTH INFANT SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

2024-2025





“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 learning together provide the foundation children need to make the most of their abilities and talents as they grow up” Taken from EYFS Statutory Framework Published March 2021, Effective 1st September 2021.

The overarching aim of the EYFS curriculum at Shadsworth Infant School is to promote the principles of the EYFS statutory framework and the non-statutory Development Matters in the Early Years Foundation Stage guidance.

The Statutory Framework states the requirements for school and early year’s settings to support children’s learning and development, assessment safeguarding and welfare.

The Statutory Framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The areas of learning, the aspects within them and the Early Learning Goals for each area. The areas of learning and development must shape activities and experiences for children in all early year’s settings.
- Each child’s level of development must be assessed against the Early Learning Goals at the end of Reception. Practitioners must indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels (emerging). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS profile 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.

The Early Years Foundation Stage 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 ensure:

- 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 Development Matters in the Early Years Foundation Stage Guidance provides guidance on observing what children are learning at different age phases, plus examples of what practitioners might do or provide to support children’s learning across each aspect of each area. It offers a top-level view of how children develop and learn. It guides but does not



replace professional judgement. The guidance can also help practitioners to meet the requirements of the statutory framework for the Early Years Foundation Stage.

The EYFS Framework

The EYFS framework is organised into seven areas of learning and development, all of which have equal importance.

Prime Areas of Learning;

Communication and Language

This is split into **Listening, Attention and Understanding** and **Speaking**.

Communication and Language in particular, spoken language, underpins all the seven areas of learning and development. There is a particular emphasis placed upon modelled language, adult and child interactions and introducing new vocabulary. Children are provided with a language rich environment and are given plentiful opportunities to develop their confidence and skills when expressing themselves and to speak and listen in a range of situations.

Personal, Social and Emotional

This is split into **Self-Regulation, Building Relationships** and **Managing Self**.

Children's personal, social and emotional developed (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal 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.

Physical Development

This is split into **Gross Motor Skills** and **Fine Motor Skills**.

This involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. 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 coordination which is linked to early literacy. Children are given opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using a variety of one-handed tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Specific Areas of Learning;

Literacy

This is split into **Comprehension, Word Reading** and **Writing**.

It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds to letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, magazines, and other written materials) to ignite their interest.



Maths

This is split into **Number** and **Numerical Patterns**

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. It is also important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of Mathematics, including shape, space and measure.

Understanding of the World

This is split into **People, Culture and Communities, The Natural World** and **Past and Present**.

This involves guiding children to make sense of their physical world and their community.

Expressive Arts and Design

This involves enabling children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Inclusion

At Shadsworth Infants, we value and celebrate the diverse heritages of everyone in our school and consider our pupil's range of life experiences. Alongside this, we value and celebrate being part of Britain. In general, this means that we celebrate traditions and customs throughout the course of the school year.

Shadsworth Infant School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Shadsworth Infant School is committed to inclusion and holds the IQM (Inclusion Quality Mark.) Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to develop a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Health & Safety and Safeguarding

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 Framework (2024)



We are a healthy school and each child in EYFS is given a daily healthy snack. For our Reception children we provide the universal infant free school meals and the menu is regularly reviewed with our kitchen staff. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and healthy and washing their hands correctly.

Safeguarding Staff

Safeguarding staff is of paramount importance, as such, Shadsworth Infant School operate a staff supervision in line with the Blackburn with Darwen guidance which states: -

“Here in Blackburn with Darwen, we are committed to ensuring that all workers receive the necessary support and guidance to enable them to undertake their roles. Supervision for staff is underpinned by a culture of high expectations, high support and high challenge with a “No blame” approach.

Regular good quality supervision of staff is necessary to ensure that we appropriately safeguard children, promote their welfare and achieve the best possible outcome for each child and their family.”

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Intent

At Shadsworth Infant School, our Early Years Curriculum is based on the principles of child development and the educational programmes in the revised EYFS Statutory Framework 2021. It is planned carefully to lead smoothly into the National Curriculum at Key Stage One in a way which is relevant and meaningful for all children. Reception and Key Stage One staff work closely together to ensure that pupils have a successful transition into Year One. We offer a nurturing, pastoral based approach and place the child at the centre of everything. We promote the physical and mental wellbeing of our pupils through everything that we do.

In line with the principles of the EYFS, our practice starts with the child and their individual development. We observe and assess children on-entry to determine their needs, interest, abilities and skills which we use to develop our curriculum. We offer a carefully planned and organised curriculum which includes a variety of enrichment opportunities for children to develop knowledge and skills through a wide range of experiences.

We use the Development Matters when planning the provision to support learning and development across all seven areas of learning and when planning for characteristics of effective learning.

Key Learning is developed through half-termly topics and themes, continuous provision, adult-led and adult guided learning and is sequenced through observation, assessment and planning. Our pedagogy is based on our understanding of how children learn and develop. We follow a core text approach to promote a love of reading and vocabulary development. We strive to build positive relationships with parents/carers and involve them at every possible opportunity with their child's learning.

The curriculum at Shadsworth Infant School has been developed in line with the requirements of the EYFS statutory framework.



At Shadsworth Infant School we aim to;

- Provide a welcoming, secure, stimulating and happy environment where children, parents, governors and school staff can work together to achieve the schools aims.
- Ensure that all the pupils are valued as individuals, encouraging personal development, self-reliance, self-respect, self-confidence and discipline whilst fostering good relationships between children, showing consideration and tolerance of each other.
- Build children's self- belief and resilience.
- Facilitate each child to reach their full potential and to make each day count for all. Provide a nurturing, caring environment in which children feel safe and valued and secure and are encouraged to develop a love of learning.
- Provide affection, stability and purposeful and structured experience.
- Teach children the things they really need to know and show them how to learn for themselves and with others.
- Give our children a wide range of opportunities, responsibilities and trust in an environment which is stimulating and safe.
- Listen to our children, value their views and reflect and act upon what they say.
- Build bridges with parents, families and communities, working in partnership with other professionals.
- Put the child at the centre of everything they do- high aspirations, expectations and achievement underpin all that we do.
- Prepare children and ensure they are ready for their next chapter of learning – Nursery to Reception, Reception to Year 1.



Implementation

EYFS Provision at Shadsworth Infant School

Our Early Years Foundation Stage accommodates children from the ages of 3 to 5 years. At Shadsworth Infant School, we have a Nursery class and two full-time Reception classes.

In Nursery, staffing includes a teacher and two teaching assistants. Children can attend our Nursery on a part time basis for 3 hours per day, either mornings or afternoons or on a full-time basis- 6 hours per day.

Each Reception class has a teacher and a teaching assistant. To ensure best practice and continuity, our foundation stage classes work closely together and share planning and an outdoor learning environment.

Curriculum/ Teaching and Learning

At Shadsworth Infant School, we offer our pupils a broad and balanced curriculum which follows the Early Years Foundation Stage Statutory Framework. This is delivered using the Development Matters in Early Years (non-statutory curriculum guidance) alongside. This helps to support learning and development across all seven areas and when planning for the characteristics of effective learning.

When considering teaching and learning, our key priorities are to create a balance between adult-led/guided activities and also child-initiated learning opportunities as we believe that this is key to promoting children's holistic development. We focus on the development of key learning skills, knowledge and concepts through both adult-led and child-initiated activities and carefully consider the learning environments, both indoors and outdoors. We also strive to promote the CofEL at every opportunity and these are embedded at every level. Children are challenged across all areas within continuous provision and this is planned for on a weekly basis. Staff promote high-quality interactions at all levels and support/scaffold children's language development. Children's interests are developed through areas/stations created in tuff spot trays, planned or deconstructed role-play experiences in the indoor and outdoor environment.

The wider curriculum at Shadsworth Infant School consists of;

- Educational Visits and Visitors, e.g. members of the local community
- Opportunities to access the local and wider environment including shops, parks, libraries, garden centres and beaches.
- British Values and Cultural Capital are promoted through weekly assemblies, whole school half-termly values and PSHE lessons (Jigsaw).

Impact

At Shadsworth Infant School, we are working towards all children making the best possible progress, enjoying learning and fulfilling their potential in a safe and nurturing environment. We set high expectations and seek to ensure that all children are achieving a good level of development in the Early Learning Goals by the end of the Reception year. However, we also recognise the importance of a broad and balanced curriculum which meets the needs of our pupils, enabling them to become deeply engaged and to develop key knowledge, skills and attitudes. We aim to create a curriculum which enables every child to succeed, where children are resilient, cooperative and take pride in their learning. Development Matters age phases, along with practitioner's knowledge of child development help staff identify children's interests, strengths and talents as they make progress through our curriculum, towards the Early Learning Goals at the end of the Reception year.

Planning

At our school, planning includes:

Long Term Planning; this forms an overview of learning, key themes and topics and core texts which help us to focus on our medium-term planning.

We ensure coverage across all areas of Learning and Development in line with the educational programmes of the EYFS framework and the whole school visions and values. We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development and the Characteristics of Effective Learning, including ongoing monitoring and evaluation.

Medium Term Planning; this informs the sequencing and teaching of content, knowledge, understanding and skills.

Within our medium-term planning, we include a range of learning activities appropriate to our groups of children in line with the educational programmes of the EYFS framework.

Short Term Planning; this is responsive to the children's needs and provides a weekly overview of the implementation of the curriculum through teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

This specific planning is completed weekly to meet the requirements set out in the educational programmes of the EYFS framework. Short term planning considers children's prior learning and this is then built upon through the planning and delivery of adult-led/guided activities. Planning is also completed for continuous provision, including indoor and outdoor enhancements.

Observation and Assessment

Summative Assessment:

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored and improvements are made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable children to make progress.

Throughout Nursery and Reception children are assessed regularly against the EYFS profile to ensure next steps in their learning are planned for and that children make good progress. Assessments are completed on a half- termly basis and recorded onto the whole school tracking system- Insight.

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:

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

On Entry Assessment

We collect information about pupils using a variety of different methods on children's entry to our setting. We complete a variety of baseline assessments including Derbyshire, BPVS and CEM. We use these assessments to collect key information about each child's development and attainment so that we can support their learning further. In addition to this, we also use information provided by parents and carers, observations, pre-school settings, private nurseries and childminders and other professionals.

Reception Baseline Assessment

From September 2021, it is statutory for Reception children to take part in the Government Reception Baseline Assessment (RBA). This is a short, interactive and practical assessment of children's early literacy, maths, communication and language skills completed on a tablet or computer.

Schools are required to carry out the assessment within the first six weeks of pupils starting Reception.

Numerical scores are not shared and the data will only be used at the end of year 6 to form the school-level progress measure.

Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Formative Assessment

A variety of observation and assessment strategies are used in the setting on an ongoing basis. Practitioners use their professional judgment to complete their own assessments of children through observing their play and interactions with others, discussion with parents



and participation in focused activities. Knowledge of each child's individual progress is used to inform future planning and is reflected within the classroom provision.

Information regarding a child's progress and achievements throughout the year are collected using a variety of methods, including workbooks and online learning journeys.

Partnership with Parents and Carers

At Shadsworth Infant School, parental engagement is fostered and welcomed and every opportunity. We aim to involve parents and carers at every opportunity with their child's learning and parents and carers are welcomed into school on a regular basis. We offer a Meet the Teacher session at the beginning of the school year and throughout the year we offer regular workshops and stay and learn sessions for parents and carers. We keep in regular communication with parents and carers through weekly newsletters, social media and half-termly topic overviews and homework grids. Each child's individual learning journey is sent home at on a regular basis for parents and carers to see the learning which their child has been involved in. We hold parent's evening meetings twice a year (October and March) and we have an open-door policy should parents/carers wish to discuss anything with us.

Parents are informed about how the EYFS is delivered in the setting and how they can get more information if they should wish to. Relevant policies are also shared with parents and carers via the school website.

At the end of the Reception year, currently, schools must share the results of the EYFS Profile with parents to inform them of their child's progress towards the Early Learning Goals. The profile must be completed for all children, including those with SEND.

Transition Procedures

EYFS Home Visits

Before a child starts school, a home visit is conducted by either the Nursery or Reception staff. This is where the home/school partnership begins. The visit gives parents the opportunity to talk about their child and discuss any questions which they may have about starting school.

Induction Meetings/Stay and Play

Parents of children due to start Reception in September are invited to an induction evening led by Mrs Crompton in late May/early June. Information regarding uniform, lunches, staffing and curriculum are given within the session. In addition, new starters are invited to attend four stay and play sessions during the Summer term prior to starting, in order to aid transition and become familiar with staff and the learning environment. For Nursery parents, an Induction Meeting for Parents is held annually in late June/ early July. Families and children stay after the brief meeting to play and complete admission forms. Nursery children will have several transition visits during the second half of the Summer term- see timetable for exact dates.

Staff Development

All staff working within the EYFS at Shadsworth Infant School are familiar with the revised EYFS framework published in September 2021, the features of the EYFS curriculum and procedures for observation, assessment and planning.

All staff have an understanding of early years pedagogy and child development. The class teacher is usually the main point of contact for curriculum matters. Staff regularly take part in training, including school-based INSET, external training courses offered through the local authority and further qualifications. The identification of training needs for teaching, non-teaching staff will take place through performance management meetings.

The Early Years Lead alongside the Senior Leadership Team (SLT) will ensure that;

- Appropriate dissemination of training materials/ good practice takes place regularly.
- An up to date record of INSET activities is maintained.
- Teaching and Learning is monitored formally by performance management and appraisal systems and informally through provision audits, discussions with adults and children and peer review methods.
- There is an assessment of the impact of INSET and training on the quality of teaching and learning.

Review Date	Signature	Position
<i>12.02.2025</i>	<i>L Mason P Barnes</i>	<i>(Head Teacher) (EYFS Lead)</i>

The Head Teacher and Senior Leadership Team along with staff and governors will review this policy annually to ensure that it is being implemented appropriately and to take account of changing circumstances.