

Chuter Ede Primary School



~ Early Years Foundation Stage Policy ~

Autumn 2024

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

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Ratified by	Governing Body

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AIMS

Aims:

The school aims to have a Foundation provision that underpins all future learning by:

- Enabling children to make an effective transition from their pre-school setting into school
- Making the child's first experience of school happy, positive and enjoyable.
- Equality of opportunity across both sites, Balderton and Fernwood.
- Providing a broad and balanced curriculum delivered in a stimulating environment based on active learning to meet the needs of individual children.
- Enabling all children to have access to the curriculum providing equal opportunities regardless of sex, race, class, or ability.
- Ensuring all children enjoy personal success and take pride in their achievements whilst reaching their full potential.
- Encouraging children to learn through a range of experiences, developing a lively enquiring mind with the ability to discuss, question, adapt and negotiate.
- Developing independent and lifelong learners
- Actively engaging parents as partners in the education of their children.
- Ensuring that children learn skills, develop attitudes and understanding in preparation for Key Stage One

ADMISSIONS AND INDUCTION PROCEDURES

The criteria for admission to Chuter Ede are detailed in the school brochure. We have an intake of 90 children.

The Local Authority notifies parents when they have been allocated a place at Chuter Ede. As a school, we then allocate a place for the child on the appropriate site, either main school Balderton or Fernwood site based on address and distance from the single point of entry, following the county admissions criteria. As site allocation is determined by the school appeals cannot be made to the county council if you are unhappy with the site to which you have been allocated. We are legally restricted to class sizes of 30 and once full, this number cannot be extended. Should parents be unhappy with their site allocation but wish to remain at Chuter Ede, their child's name can be added to a waiting list to move sites as places become available.

We have a single point of entry in September. We accept pupils from several different settings in the local area.

Visits are made to these settings by the Foundation Co-ordinator or teachers, to meet with the children and the Pre-school staff.

The usual transition process is as follows:

- April – national offer day, a letter is sent out by the county council to notify parents of their allocated school. A few days later parents will receive a letter from school detailing their child's site allocation.
- May/June – transition meetings are arranged for any children with special educational needs, if parents feel that their child has needs which school should be aware of, they are requested to inform school at their earliest convenience once the offer of a place has been made.
- June – parents are invited to attend a new entrants meeting, during which they will receive all relevant documentation, including a booklet informing parents about the curriculum, expectations, everyday routines, and useful information about the class.
- July stay and play open afternoons are held and children are invited in to stay for an unaccompanied half day visit.
- September – all families are offered a home visit from teaching staff during the first 3 days of term.
- Children then come to school part time for one week, either morning or afternoon sessions before beginning full time school.



EYFS CURRICULUM

The Early Years Foundation Stage (EYFS) Curriculum

As children join us at Chuter Ede Primary they continue to follow the revised Statutory Framework for Early Years Foundation Stage, which begins at birth and continues until the end of their Reception year, Foundation (F2). We also use the *Development Matters (2021)* guidance to support implementation of the Statutory Framework. This forms some of the basis of the Curriculum, working towards The Early Learning Goals and beyond. At Chuter Ede we have 3 F2/Reception classes. Children come from a range of early years settings and provision prior to this.

Curriculum Intent

When planning our curriculum as a school, our intent is for pupils to be **informed**, **articulate** and **empowered**.

Informed:

- Our curriculum equips the children with knowledge, skills and understanding
- Each area of learning builds upon the existing knowledge, skills and understanding of the children
- Key learning is revisited to support retention, creating strong foundations on which to build further
- The Foundation stage curriculum allows for meaningful links between subjects which enables deeper understanding.

Articulate:

- Our curriculum and skills progression puts the children's speech and language at the forefront of everything we do. Through meaningful interactions, both in the environment and during teacher led sessions, the children are encouraged to experiment with vocabulary, explore topics and discuss their knowledge and experiences. This allows them to deepen their understanding, as well as explore and adapt their own thinking whilst working alongside peers.
- The teaching of specific vocabulary is carefully planned, and as a result children's ability to understand what is said to them is deepened and the breadth of their communication skills are developed.

Empowered:

- Our curriculum introduces the children to ideas and experiences beyond their own everyday lives.
- Diversity and difference are celebrated through our curriculum. Children are encouraged to express pride in themselves and admiration for others
- There is time for reflection, reviewing and revisiting. The children are empowered to become confident making mistakes and improvements, thus becoming aspirational in their personal goals
- Engaging lessons intend to create motivated learners, keen and able to contribute positively to the world in which they live

The Four Principles of the Early Years Foundation Stage:

We are guided by the four principles in the EYFS; we believe it is important that these principles are used when implementing the seven learning and development areas in the EYFS.

The principles are:

1. **A unique child** – every child is unique, they are able to constantly learn and can be resilient, capable, confident and self-assured.
2. **Positive relationships**– children learn to be strong and independent from a base of loving and secure relationships with parents, carers and practitioners.
3. **Enabling Environments**– the environment plays a key role in supporting and extending children's development and learning, The adaptable environment and variety of resources allows their experiences to be tailored to their individual needs through self-directed play, with practitioners taking a facilitator role.
4. **Learning and Development**– Children develop and learn in diverse ways, and early years provision is inclusive for all. Practitioners teach children by ensuring challenging, playful opportunities across the 7 areas of learning and development. They foster the characteristics of effective learning– playing and exploring, active learning and creating and thinking critically.



The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all Interconnected:

These characteristics of learning move through all areas, which are:

- ❖ **Playing and exploring**- children finding out new things and exploring; playing with what they know and being willing to 'have a go.'
- ❖ **Active learning**- children being involved and concentrating; persevering and keeping trying and enjoying achieving what they set out to do.
- ❖ **Thinking critically**- children having their own ideas, making links and choosing how they want to do things.

3 Prime areas- they are fundamental, work together and underpin all other areas.	Personal, social and emotional development	Self-regulation
		Managing Self
		Building relationships
	Communication and language	Listening and attention and understanding
		Speaking
4 Specific areas- these include essential skills and knowledge for participation in society	Physical Development	Gross motor skills
		Fine motor skills
	Literacy	Comprehension
		Word reading
		Writing
	Mathematics	Number
		Numerical patterns
	Understanding The World	Past and present
		People, culture and communities
		The natural world
	Expressive Arts and Design	Creating with materials
		Being imaginative and expressive

TEACHING AND LEARNING

In order to promote effective learning the teaching will provide opportunities and experiences for the children to develop physically, intellectually, emotionally and socially, both in the classroom and outdoors. Adults play a particularly important role in facilitating and guiding children's learning and development. Play underpins the delivery of the EYFS and is a fundamental part of the learning process. Opportunities for development and learning through play, for inside and outdoors, are always included in the timetable every day.

Implementation

The implementation of our curriculum is through the principles of SMILE.

Speak-

We support children's personal, social and emotional development so they feel safe, secure and ready to learn as well as confident to speak in a range of situations. We want our children to be curious, inquisitive and work together as a team to help each other out. We want to provide children with the skills to be able to communicate with others, talk through their processes, share their findings and ask for support.



CHUTER EDE PRIMARY SCHOOL – EYFS POLICY

Move–

We want our children to know the importance of health, both physically and emotionally. Throughout the environment children are encouraged to move, balance, express their emotions and feelings in a variety of ways, and explore movements and music. We will develop the children's confidence in risk taking and ability to manage their own risk and practice some appropriate safety measures. We also want to develop healthy minds where children feel safe and secure and are able to manage and understand their own emotions.

Imagine–

We want our children to have no limit to their goals and aspirations. All children are encouraged to aim high and be open to possibilities at school, outside of school and beyond. We explore the children's interests, but also expose and introduce children to other experiences of the world around them, to inspire and develop their imagination. Children cannot aspire to things they have never encountered and therefore, we will work to broaden their horizons and fearlessness of what is new or unknown.

Learn–

We aim to deliver a flexible and personalised curriculum that engages, motivates and meets the needs of all children by choosing topics that cater to their interests. We cover all the 7 areas of learning and support the children's development of the characteristics of effective learning. Our curriculum facilitates them to gain the skills, knowledge and understanding needed as they start their educational journey, and prepare them for the next stage of their education. We celebrate the success of children and encourage them to recognise their own achievements, set high expectations and develop a passion for learning.

Explore–Through our learning environments we encourage children to explore their indoor and outdoor areas whilst in school and out in the wider world. We want children to build resilience, work independently, to learn and discover through their play. The role of the adult is used to facilitate learning and deepening their understanding through interaction and the use of resources. We provide opportunities for children to acquire 'cultural capital' within the community through first hand experiences to ensure all children experience the awe and wonder of the world they live in.

Behaviour Management

Children are expected to behave, co-operate, and form good relationships with their peers and share with each other. This is achieved through the consistent application of the school's behaviour policy and class rewards, as well sanctions, in line with the behaviour policy. Using restorative justice techniques, all staff are able to support children to rationalise their behaviour, think about their actions and consequences and talk through conflicts. We use a consistent approach by all staff, and children, to ensure children focus on their behaviours and consequences as well as thinking through different approaches and ways to solve a problem.

The strategies used will:

- Build upon, support and extend their knowledge, skills and understanding.
- Encourage a confident, positive attitude and disposition to learning
- Encourage positive behaviour to enhance learning
- Provide appropriate interventions by adults to help children make progress.
- Provide children with stimulating well planned experiences, enabling them to explore, experiment and make decisions for themselves, using a multi-sensory approach.
- Reward children for their efforts through praise, stickers & house points, communicate with parents and celebrate their achievements.

SEND Provision

Children with educational special needs or disabilities (SEND) are identified in line with the Code of Practice. The SENCO is informed of any concerns we may have and the appropriate action is taken. The curriculum maybe modified to meet the needs of the individual and extra support given with the agreement of the parents.



Equal Opportunities:

All children will have equal opportunities to participate in all activities. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

Equal Opportunities	Differentiation	Deeper Thinking
-We plan our classroom activities to challenge and involve all pupils appropriately, according to age development and capability, ethnic diversity, gender and language background -We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise and follow related policies accordingly.	-The use of appropriate vocabulary and visual prompts at varying levels during teaching and interaction -Providing resources and support in the way that enables all children to access the learning e.g. pre-teaching, focus groups. -Different levels of questions for pupils. -Careful use of support for pupils with English as an additional language.	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations. -Greater independence in working, e.g. a pupil to be able to carry out their own enquiry

Enabling Environments:

Environments play a key role in children's learning and we are continually assessing the use of existing and new resources to support children in their play, thinking and learning. In our resources we have *continuous provision* and *enhanced provision* which relate to the different types of resources we use in our classroom throughout the year. Our *continuous provision* in the classroom are the resources and areas which children freely and continually have access to such as the paints, construction area, role-play. These are areas where children can learn, play, develop their knowledge, and explore and make progress in their own learning, language and play. We then used *enhanced provision* where the resources are more specific for topic, learning or to practise skills.

At Chuter Ede, the Foundation Unit runs across 2 sites: Balderton and Fernwood. Both are arranged in such a way as to allow children to develop as independent and responsible learners. There are currently two F2 classes at Balderton and one F2 class at Fernwood. We provide a calm but stimulating, safe and happy environment, which inspires children to learn. Consideration is made for creating "communication friendly spaces" in classrooms and where ever possible natural resources and colour tones are included in the environments to maximise the known benefits of these to children's behaviour and learning. Children can access resources and equipment easily and are encouraged to take care of their classroom and belongings. We plan for both indoor and outdoor activities and the children all have easy access to their outside area.

OBSERVATION, ASSESSMENT AND PLANNING

Impact

The continual cycle of planning and assessment allows teachers and support to review the impact of activities and experiences on children's learning and development.

Planning

Planning takes the skills progressions across the 7 areas of learning leading up to the 17 Early Learning Goals into consideration. It is based upon children's development and their next steps; each child is unique and we plan for children at all developmental ages and to include the needs of all our children across both sites (Balderton and Fernwood). We also place great importance in 'cultural capital' and aim to give children a range of opportunities and experiences within the community. This allows children to develop a lively enquiring mind with the ability to question, discuss, adapt and negotiate.



All children are provided with a broad and balanced curriculum delivered in a stimulating environment based on active learning to meet the needs of individual children regardless of sex, race, class, SEN or ability. The teachers plan blocks of work around core stories or topics which are informed by the interests of, and the needs of, the children and their gaps in learning. Weekly planning includes learning objectives, which are supported by many practical based activities for inside and outdoors, with evaluation and assessment opportunities included. All adults in EYFS support children in their learning and tasks are differentiated, to match the needs of individuals or groups of children. In EYFS children have many opportunities and a balance of both child-led and adult-led activities. Where the children are leading the activities, adults will act as the facilitator in their learning through becoming partners in play, modelling, scaffolding and extending ideas. The teachers also look closely at the *characteristics of learning*, providing many opportunities and encouraging these different types of learning in their everyday practice. This can be done through teacher led activities or within the classroom provision.

Assessment and Observations:

From September 2021, schools began to carry out the 'Reception Baseline Assessment.' This is a *short and simple check of a child's early literacy, communication, language and maths skills when they begin school (DFE, 2019)*. Children do not need to prepare for this, it is done through practical and interactive tasks and there is no pass mark or score.

We are continually assessing children's knowledge and skills through observations by adults in the setting and use this to inform future planning to reflect identified needs. The new EYFS curriculum has brought about a shift in the recording of observations. We no longer need to continually record observations but assessment is based on practitioner knowledge of the child, however, we still recognise the value of observational assessments in some instances, looking back over these supports our judgements and forms a nice record of the child's significant achievements and special moments throughout the year. For this purpose "Learning journey" displays and floor books are also used to enable the children to look back and reflect on their learning experiences. These observations are recorded on Tapestry and some are shared with parents. Parents are also encouraged to add achievements and experiences of their child on Tapestry to contribute to practitioner knowledge of the whole child.

At the end of reception, we use the Early Years Foundation Stage Profile (EYFSP) to record if children have reached expected levels of development. We assess the children in all 17 aspects, from the specific and prime areas, related to the Early Learning Goal. These are then submitted to the Local Authority and shared with parents in the final term.

Quality Assurance:

In order to maintain the standards we achieve in the Foundation Stage we continually monitor and evaluate our practice by:

- Ensuring visits by staff from one site to another to experience both settings.
- Regular staff discussions and moderating.
- Reviewing planning
- Observations of tasks and activities
- Observations by colleagues and head teacher
- Staff development –training.
- Moderation activities across the Newark Town Schools Cluster
- Attendance at county wide training and moderation events.



CHILD SAFETY AND WELFARE

It is important that our children are, and feel, 'safe'. We support children to become familiar with boundaries, expectations and rules as well as helping them to understand why these exist. We understand when children feel safe and secure they learn best, and in EYFS we focus on the unique child, the child as a whole and support all areas of learning.

"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 EYFS pg. 16 DFE 2017)

We support children with managing risk and reducing it through teaching them appropriate strategies and ways of handling equipment and being safe in their surroundings. Generic risk assessments have been completed in accordance with the school policy. The health and safety officer carries out regular checks with members of the Governing body. Adults working in the Foundation area check equipment daily and report any concerns they may have regarding the safety of the children. Cameras are used for capturing evidence of learning and assessments. The children are encouraged to use them too. However, images of children are only published with the permission of parents/carers.

We aim to protect children physically and emotionally, and support the wellbeing of all children. Below are further policies which outline the procedures related to safeguarding and health and safety:

- Photography Policy
- Child Protection Policy
- Health and Safety Policy
- Medical Conditions Policy

These along with other policies such as complaints can be found on the school website.

Parents with any worries or complaints should firstly discuss the issue with the Foundation Stage co-ordinator. The head teacher will be informed and if necessary, take appropriate action in line with the school policy.