



Clitheroe Pendle Primary School Early Years Foundation Stage Policy

Philosophy

Alongside delivering a rich curriculum full of diverse learning opportunities, adults in the EYFS team consider child wellbeing as paramount and their interactions with children reflect this. The Early Years Foundation Stage places a great emphasis on experimental learning, which dovetails closely with our belief that childhood should be characterised by joy, excitement, and wonder, where each day provides a wealth of new experiences. The curriculum seeks to provide a base on which such experiences may build and be extended to enrich the child's growing competencies. The ethos created by class teachers aims to facilitate an environment whereby children feel safe, secure and seen.



Admission To The School

Admission to the school follows the schools admission policy.

The Induction Programme

A sensitively planned Induction Programme has been established to ease the child's transition from home to school. Carer and parental involvement is essential to its success.

Parents/Carers are children's first teachers and a good relationship between school and home is fundamental to children's success. We begin this partnership by inviting parents/carers to an informal discussion and information evening in school, whereby they meet with the EYFS team. At this meeting, the school's admission arrangements and the general organisation of the Early Years department are outlined for parents/carers and there is an opportunity to begin discussions with the Head Teacher and the staff of the Early Years team and to share any relevant information concerning their child (e.g. health matters; pre-school experience).

The Reception class teacher/s visit all pre-school settings to speak to key workers and meet the children in their familiar setting.

All children have the opportunity to visit the school with their parents/carers in June or July for a 90-minute session. This provides the opportunity for

parents/carers and carers to talk to the EYFS staff about their child and any concerns they may have at the same time the children develop confidence and familiarity with the EYFS classrooms.

Children then attend the first day in September with one parent for 45 minutes. For the remainder of the first week of term children attend for half days to enable them to settle into school in smaller groups.

Safeguarding

Termly supervision meetings take place where all members of the EYFS team discuss children in their class in regard to any potential safeguarding concerns. These are documented and shared within the team to be monitored and actioned if necessary.

Foundation Stage Profile

On entry to school, teachers make a baseline assessment of the children using the Statutory Reception Baseline Assessment. They also complete their own in-school baseline assessment to understand development across the seventeen areas of learning. This baseline assessment is informed by ongoing observations of the child within the first few weeks of starting school. The Early Years Foundation Stage (EYFS) Profile summarises and describes children's attainment at the end of the EYFS, the end of the Reception Year. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics outlined below.

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The characteristics of learning:

- playing and exploring
- active learning

- creating and thinking critically

The profile will be completed throughout the reception year. We will use a range of methods to assess the child's progress including observation, probing questions and discussions with the child. Observations are recorded in the form of: post it notes, annotated photos of the children's achievements, samples of children's work and postcards completed by parents/carers of observations out of school. These are to highlight "Wow Moments" and are only recorded when they do not take away from the adult's interaction with the child, and to support teacher judgement and understanding of each child. This evidence is gathered into an individual portfolio for each child. Progress is formally tracked at 4 stages through the year using Sonar assessment tracker. This is Baseline (September), December, March and June where we report on the child's progress towards the ELGs. Judgements are made using "emerging" or "expected." Observational Checkpoints, which have been adapted from the Birth to 5 Matters document have been developed to support teacher assessment. Children are highlighted as expected or emerging and there are then 2 bands within these judgements. The whole of the Early Years team are involved in recording and moderating these assessments. Teachers attend annual EYFS moderation training and cluster sessions with local schools to moderate our judgements.

Wellcomm

In addition to the EYFS profile, children will also complete a Wellcomm assessment on entry and then during the assessment periods mentioned previously. WellComm is a Speech and Language Toolkit for Screening and Intervention that plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development. Teachers will feedback to parents if there are any concerns and provide support to work together to support your child.

Foundation Stage Curriculum

The Early Years staff will create a secure and stimulating environment where first hand learning experiences will encourage the development of imagination, creativity, and the enjoyment of learning. The EYFS area is organised to allow the children to become motivated and independent learners. It is set up in learning areas between which the children can move freely for much of the day, including indoors and in our own outdoor area, and they have access to a wide range of equipment and resources.

The content of the Foundation Stage curriculum will reflect the needs of the individual child and the curriculum is challenging and is structured so that children develop, consolidate and deepen their knowledge, understanding and skills. Accounts will be taken of learning experiences prior to school. A curriculum of separate subjects is generally inappropriate for the younger children.

Activities and resources are planned to ensure a balance between child initiated learning and teacher led activities. Each day the children will receive teaching in whole class, small group and one-to-one situations. We recognise the value of outdoor learning to run alongside and enhance what goes on in the indoor classroom. All children have access to the outdoor classroom on a daily basis and take part in regular forest school type activities in our wildlife garden. The outdoor classroom has its own risk assessment, which supervising staff are all familiar with, in order to facilitate safe play.

The Prime and Specific areas described earlier in this document are desirable outcomes which provide the foundation to the National Curriculum. Within this framework, knowledge, understanding, attitudes and skills may be developed and matched to the needs of each child. Sensible account is taken of the programmes of study and related attainment targets which the child will experience at Key Stage One. By the end of their Reception year children will be familiar with a range of structures in readiness for Year 1 work.

British Values

In the EYFS, the children are encouraged to take responsibility for themselves as much as possible. This includes being responsible for their own possessions and also their own behaviour. We spend time each day talking about our feelings and the feelings of other people and the children are encouraged to consider other people's points of view. This promotes an ethos of mutual respect and an understanding of British Values, which are further developed as the children move through Key Stage One and Two.

The fundamental British Values of 'Democracy', 'The Rule of Law', 'Individual Liberty and Mutual Respect' and 'Tolerance of Different Faiths and Beliefs' are already embedded in the EYFS curriculum and practice. We actively promote British Values in these ways:

Democracy

- Encouraging children to know their views count and their opinions are important, e.g. following the children's interests for topics and activities.
- Encouraging children to make decisions together, e.g. when sharing a group toy like a large train set.
- Encouraging the children to see their role in the 'bigger picture', e.g. linking to part of a family, class, group, school, community, etc.
- Encouraging children to value each other's views and beliefs and to talk about their feelings.
- Providing opportunities for the children to vote for activity choices, e.g. choosing a book for story time by a show of hands.
- Encouraging children to complete activities that involve turn-taking, sharing, discussion and collaboration, e.g. model making, role play activities and using equipment.
- Using group times and circle times to encourage children to take turns, listen to others and to value and respect the contributions made by others in the group.
- Working together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas and to explore different options, e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.

The Rule of Law

- Encouraging adults and children to work together to create group rules.
- Discussing the need for rules and how they should be administered fairly, e.g. the need for rules to keep everyone safe and happy.
- Teaching children to understand their own and others' behaviour and feelings along with their consequences.
- Working together to create an environment where actions are consistently followed through, e.g. adherence to class rules.
- Encouraging and supporting children to learn how to distinguish right from wrong.
- Encouraging children to take turns, share and compromise.

Individual Liberty

- Encouraging children to develop a positive sense of themselves.
- Providing opportunities for children to develop their self-esteem and confidence in their own abilities, e.g. by sharing achievements and successes and promoting independence.
- Providing opportunities to take on risks, challenges and responsibilities and also encouraging children to explore and discuss their thoughts, feelings and ideas with others.

- Encouraging children to try a range of different activities and to discuss and select their own preferences.
- Providing opportunities for children to follow and develop their own interests and ideas.
- Providing activities for all children to engage in and actively challenge gender-specific tasks and activities.
- Encouraging children to reflect upon their similarities and differences and appreciate and respect that others may have different views.

Mutual respect and tolerance of different faiths and beliefs

- Working as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Providing opportunities for the children to make links with the wider community, e.g. inviting family members or speakers to visit the class and trips out to local places.
- Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life. We encourage the children to share their experiences with the group if they feel comfortable to do so.
- Encouraging children to learn about the world around them, both locally and further afield, e.g. local trips, using books, stories, posters and videos to learn about places far away, cultural days, local events and activities, national celebrations.

Parental Involvement

This is of utmost importance in helping the child to make the transition to full-time education.

There are a number of ways in which this is encouraged. Members of the EYFS team are available each day during drop off and collection. This provides the opportunity for ongoing dialogue between parents/carers and teachers and to help ensure that children have a calm, settled start to the school day. Termly topic letters and weekly owl board posters inform parents/carers of the children's learning so that concepts and knowledge can be encouraged at home; photos are loaded on to the school's website to prompt conversation at home about life in school.

Parents/Carers are invited to two consultation evenings during the year to discuss their child's strengths and areas for development. We are always available to talk to families so that any concerns can be quickly resolved.

In September, a meeting is held for parents/carers of Reception children during which our approach to the teaching of phonics and maths are outlined and strategies are recommended to continue this at home. Parents/carers are partners in children's learning and every opportunity to develop that partnership is valued. There is also information regarding teaching in other areas uploaded to the website.

In the summer term we complete the Early Years Foundation Stage Profile and provide a written report to parents. The report includes the children's progress against the Early Learning Goals and a summary describing their child's characteristics of learning.

Parents/Carers are invited in to class regularly to join the children for 'Stay and Play' sessions. Throughout the year events are held which involve parents/carers in their child's school life, e.g. assemblies, volunteering on class trips, Christmas productions.

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