



Early Years Foundation Stage

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Executive Head Teacher

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Contents

OUR AIMS - INTENT	3
CURRICULUM – IMPLEMENTATION.....	3
PLANNING AND TEACHING.....	5
ASSESSMENT, RECORDING AND REPORTING – IMPACT	5
TRANSITION AND PARENT PARTNERSHIP.....	5
TRANSITION TO KEY STAGE 1	6
MONITORING ARRANGEMENTS.....	6

OUR AIMS - INTENT

The overarching aim of the Early Years at Gorse Ride Schools is to promote the principles of the [EYFS Statutory Framework](#) (and the non-statutory [Development Matters](#)). We aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” Development Matters Sept 2023

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to transition well to the expectations of Key Stage 1. We will:

- Provide a secure, safe, caring and stimulating environment.
- Ensure that all children are valued.
- Build on what the child already knows and develop a positive attitude and enjoyment for learning.
- Provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- Encourage independence and confidence.
- Value the role parents and carers can play to work together in partnership.

CURRICULUM – IMPLEMENTATION

The EYFS Statutory Framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 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.

Areas of Learning:

The EYFS is made up of three prime areas of learning:

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

There are four specific areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

‘There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected’ (EYFS Framework 2023).

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the seven key features of effective practice:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.

- Planning a curriculum with a focus on what we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Foster a desire to learn by nurturing active questioning and an awareness of the world around them.
- Encourage children to express their thoughts and ideas in a variety of situations to become competent listeners and speakers.
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

Characteristics of Effective Learning:

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- play with what they know
- be willing to 'have a go'

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Children will be creators and **think critically** by:

- having their own ideas
- making links
- choosing ways to do things

PLANNING AND TEACHING

- Gorse Ride provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.
- Staff at Gorse Ride look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development.
- Staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.
- Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.
- Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

ASSESSMENT, RECORDING AND REPORTING – IMPACT

- Assessments are made in line with the EYFS Statutory Framework
- Baseline assessment is carried out in the first six weeks of term
- Practitioners communicate with parents, previous settings and other agencies if required
- Termly pupil progress meetings with assessment lead and inclusion manager to discuss individual children's development, provision and next steps.
- Daily practice includes observations of children's development and progress.
- Observations of children's' significant achievements are recorded on Tapestry which are shared with parents.
- FS2 provide a mid and end of year report is provided to all parents/carers on their child's development against the seven areas of learning. Nursery provide an end of year report.
- At the end of Reception, teachers 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')

TRANSITION AND PARENT PARTNERSHIP

Gorse Ride nursery and reception teachers closely with professionals within school and other settings to ensure a smooth transition. The children are able to visit their new classroom and meet their teacher and TA and we have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible our transition process involves:

- Two summer visits for the child to visit their new class.
- A 'welcome' meeting for parents in the summer to explain school and class routines.
- Home visits will take place in September.
- Termly play and stay sessions to explain the curriculum aims and routines.
- Termly parent/teacher interviews to discuss children's progress and next steps.

- Reception provides a Mid-year and Summer term school report which documents targets already being met and next steps on the Early Years Foundation Stage Profile (EYFSP). Nursery provides an end of year report.
- An online journal (Tapestry) will be activated for staff and parents to share children's learning and special moments

TRANSITION TO KEY STAGE 1

Transition between year groups is an important step for children and we acknowledge that the step from Reception to Year 1 is a significant one due to the expectations of moving from the Early Years Foundation Stage Curriculum to the National Curriculum. There are many elements to ensuring our children experience a smooth and effective transition, some of which are listed below.

- Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible for each cohort.
- Reception and Year 1 teachers meet during the summer term to discuss the individual needs of the children.
- EYFS Profiles and annual reports are passed on to the Year 1 teachers and discussed.
- SENCO, parents, Reception and Year 1 teachers meet during the summer term to discuss any additional needs and support.
- Children are provided with a photo transition booklet and a Meet the Teacher guide.
- Children complete transition activities in the summer term and additional visits are arranged as necessary for children who require extra support with this transition.
- Year 1 maintains many similar routines and resources to Reception where possible

Admission Policy

All children are admitted in September to Reception as full time or part time in line with the LA's admission policy.

MONITORING ARRANGEMENTS

Equal Opportunities

In line with the school's Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Role of Phase Leader

It is the responsibility of the Early Years Phase Leader to:

- Write and update the Foundation Stage policy
- Review and monitor long and medium term plans for the Early Years Foundation Stage to ensure progression and continuity
- Observe and support colleagues in the delivery of lessons in order to monitor and review standards
- Review and order resources to enable the delivery of the Early Years Foundation Stage Curriculum

Phase Leader for the EYFS: Laura Hodgson

Monitoring and review

This policy will be reviewed every three years, or earlier if necessary.