



# Early Years Foundation Stage policy

Sedgeberrow First School

EYFS Lead: Meg Williams

This report is underpinned by our school vision.

Our vision is to ensure that every child achieves happiness, emotional and physical wellbeing and the opportunities to develop an understanding of their own spirituality. Through this vision our children flourish with kindness as individuals and achieve their best. All children will grow a lifelong love of learning, a love for others and our world and a love for themselves.

In EYFS, we celebrate the uniqueness of every child, recognising that all children learn at different rates and in their own ways. We aim for all children to see themselves as explorers, active learners and creative and critical thinkers. Our inspiring EYFS Curriculum is designed to reflect the children's needs and interests and to nurture the children's natural curiosity and develop enthusiasm through their learning. We endeavour to provide a holistic, stimulating and exciting learning environment for the children and lay the foundations for being independent, successful, happy lifelong learners.

Early Years education begins from time of birth until the end of the Foundation Stage year.

The Early Years Foundation Stage is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

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## 1. Intent

### Aims and Objectives

The most vital consideration in the Reception Year is to ensure that our children enjoy a smooth and gradual transition from home to school, free from stress and anxiety. To this end every effort is made to encourage contact and communication between the school and parents, the children and their pre-school settings before they start school.

Once these positive relationships have been formed and our children start school, we aim to provide a warm, caring atmosphere where all children will feel valued and secure. The most important factor in this is the close relationship between staff and each individual child.

We hope to provide a learning environment where children will work towards meeting all the Early Learning goals through first hand experiences, child-initiated and adult-led activities and play.

A well planned and balanced curriculum relevant to each individual's needs and interests will help all children to achieve and feel success in their learning and also lay a good foundation for the National Curriculum.

We also aim to:

- use a wide range of teaching strategies based on children's learning needs;
- provide a wide range of opportunities to motivate and support children and to help them to learn effectively;
- provide a safe and supportive learning environment in which the contribution of all children is valued;
- monitor children's progress and take action to provide support.

## 2. Implementation

### EYFS Curriculum Design

Teaching in EYFS is delivered in accordance with Statutory Framework for the Early Years Foundation Stage – EYFS reforms early adopter version 2020, supported by non-statutory guidance Development Matters.

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When planning and guiding activities we ensure that the characteristics of effective teaching and learning underpin all areas of learning and support children to be effective and motivated learners. The characteristics of effective learning are:

Playing and exploring – engagement

- investigate by finding out and exploring
- experience things through playing with what they know and enjoy and exploring new toys and activities
- are willing to 'have a go' and build up their confidence to try new things

Active learning – motivation

- are involved and concentrate
- keep on trying if they encounter difficulties
- enjoy achievements and develop a sense of pride

Creating and thinking critically - thinking

- have and develop their own ideas by using and developing their imagination
- make links between ideas
- develop strategies for doing things

Our curriculum for the Foundation Stage reflects the educational programmes identified in the Early Years Foundation Stage. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

There are 3 prime areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

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There are 4 specific areas through which the 3 prime areas are strengthened and applied:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

The Early Learning Goals:

Communication and Language:

- Listening, Attention and Understanding
- Speaking

Physical development:

- Gross Motor Skills
- Fine Motor Skills

Personal, Social and Emotional Development:

- Self-Regulation
- Managing Self
- Building Relationships

Literacy:

- Comprehension
- Word Reading
- Writing

Mathematics:

- Number
- Numerical Patterns

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#### Understanding the World:

- Past and Present
- People, Culture and Communities
- The Natural World

#### Expressive Arts and Design:

- Creating with Materials
- Being Imaginative and Expressive

The Early Years Foundation Stage, a topic based approach, and the children's interests provide the basis for planning throughout the Foundation Stage. The medium-term planning is completed half-terminally as well as weekly planning, and identifies the intended learning for children working towards the Development Matters Statements and Early Learning Goals. However, the activities planned are flexible as the teacher will adapt their plans based on the children's needs and interests.

The school makes full use of the outdoor classroom and has a free-flow system between the indoor and outdoor learning environments. The outdoor area is set-up in a way that our children can have access to child-initiated activities that cater for all areas of learning for the Foundation Stage Curriculum. Outdoor group adult led activities for all areas of the Foundation Stage Curriculum are also regularly timetabled. The children also have opportunities for adult led activities in the forest area on a regular basis.

Adult led activities – where adults have chosen the resources used and learning outcome.

Child-initiated activities – where the children choose what they will do, based on what they are interested in and initiate activities that enable them to learn from each other and the adults around them.

#### How our work is organised and planned

##### Session times

Our school day begins at 8.55 am when the children line up on the playground and then come into class and the register is taken at 9am. Lunchtime is from 12noon to 1.15pm. The day ends at 3.15pm. Children are only released at the end of the day to a relative/carer or known adult. However, as part of their induction programme, this daily routine varies for the initial 2 weeks of the Autumn Term. For their first two weeks of

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school the children are split into two groups (A and B). During the first week, children in Group A stay for the morning session and children in Group B stay for the afternoon session. In the second week the groups are swapped so that the children in Group B attend the morning sessions and Group A stays for the afternoon session. Exact dates and details for each academic year are updated and outlined in the Going to School Booklet.

As part of our Healthy School approach the children are provided with a morning fruit snack and can have free milk until the age of 5, after which the milk can be paid for on a termly basis. We encourage all children to bring their own water bottle in to drink regularly from. Hot school meals are available to order in advance or children can bring a packed lunch.

### Parental Involvement

Sedgeberrow First School understands the vital role of parents as a child's first educator and continuing co-educator. Parents are encouraged to come into school, supporting their children's learning at school and at home. They are invited to attend meetings, events and open sessions throughout the year to support their children in the different learning areas. Staff will talk to parents about their child's interests and parents are encouraged to share the learning that continues at home with school through Wow Vouchers. Parents can also share any photos and information about their child with us through the Evidence Me app. Parents are also given the opportunity to meet and talk with staff on a daily basis.

Information for Parents and Carers, and Opportunities for them to join our activities. The following information is provided for parents:

- The school prospectus
- Opportunities to visit school
- A 'Welcome to School' booklet
- Induction evening
- Teacher visit to Pre-school setting
- Open morning
- Induction visits
- Class sharing

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### 3. Impact

#### Assessment and Recording

Assessment in the Foundation Stage mainly takes the form of observation, and this involves both the teacher and teaching assistant, as appropriate. Assessments during adult-led activities are also completed. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. During the first term in the Reception class, the teacher assesses the ability of each child, using the Development Matters Statements and Early Learning Goals. Each child has a Starting School booklet which is used to document their individual baseline assessments. The information provided by pre-schools through the transfer records is also used when completing the baseline assessments. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We will endeavour to complete the Statutory Baseline Assessments within weeks 3 and 4 of the children starting school.

The Reception staff use Evidence Me app on the class iPad to record observations of the child's learning. These Learning Journeys contain a wide range of evidence (including photos, short and long observations, videos and Wow Vouchers) that we share with parents and carers. They are emailed to parents at the end of each half term with the option of sending a comment about their child's Learning Journey back to the teacher.

Parents and carers receive an annual report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. The report also comments on the Characteristics of Effective Learning and parents are given the opportunity to make an appointment and discuss the assessments if they wish. We complete these in June, and send them to parents and carers in early July each year.

#### Monitoring and Review

All the staff in our school are responsible for ensuring this policy is maintained from day to day. The Head teacher and the Early Years' co-ordinator are responsible for supporting colleagues in the delivery of the Foundation Stage Policy.

This policy is available to all staff on the school OneDrive – 2021 – EYFS - policies.

This policy will be reviewed on the 3 yearly cycle.

Reviewed: September 2021

Review Date: Summer term 2023

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