



EYFS POLICY

This policy was reviewed:	Autumn 2022
This policy was ratified by Full Governing Body (if applicable):	Not Applicable
This policy will be reviewed again:	Autumn 2023
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	No

Carlisle Infant School

Early Years Foundation Stage Policy

'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.'

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

At Carlisle Infant School we aim to ensure that all children are supported to achieve their potential and recognise that the EYFS is an important part of their learning journey. We follow the Statutory Framework for the EYFS 2021 which:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

In line with the aims of the EYFS reforms, developing early language skills is key as this will support children's learning across the curriculum. We are committed to making a difference to the outcomes of disadvantaged children by working to close any gaps in children's learning.

Aims

At Carlisle we recognise every child's right to develop in a safe environment, to make a positive contribution in their own community and to acquire the communication and social skills they will need throughout life.

We will provide a broad and balanced curriculum, that will enable each child to develop to their full potential. Each child is truly valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Carlisle Infant School, we aim to:

- Provide a safe, challenging and stimulating environment which is inclusive to the needs of all children.
- Provide a broad, balanced and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers, valuing their contributions to ensure all children, and their families are treated with respect and understanding and that the diversity within our school community is celebrated.
- Provide enriching and challenging opportunities for children to experience in their learning.

Principles

The EYFS is based upon four principles:

A unique child

We recognise that every child is an individual learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent; developing secure relationships. We aim to establish caring, respectful, and professional relationships with the children and their families, right from the start.

Enabling environment

We recognise that the environment plays a key role in supporting and extending the children's development and we offer a wide range of learning opportunities. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. Children are encouraged to become independent by selecting their own resources and tidying up after themselves.

Learning and Development

The Foundation Stage is organised to allow children to explore and learn securely and safely. We ensure that there are opportunities for active, physical learning as well as quiet spaces for thinking.

Early childhood is the foundation on which children build the rest of their lives. At Carlisle Infant School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning, it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning, ensuring that parents and carers, support staff and the Reception team work effectively together to support the learning and development of the children.

The characteristics of effective teaching and learning:

Playing and exploring: - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning: -motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically: - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning and Observation

Good planning is the key to making children's learning enriching and successful. Effective learning builds on and extends what children know and can already do. Our planning is based around the curriculum guidance from Development Matters 2021 and is informed by observations we have made of the children, in order to consolidate and develop their learning. Planning within the EYFS is based around umbrella topics which provide starting points for learning and is enhanced by the children's interests as they occur. Planning for the continuous provision in reception is based on cohort needs and changes over time to reflect this. The teachers use high quality texts to support children's learning and are carefully chosen to support the children's ages and stages of development.

Little Wandle Letters and Sounds revised phonics sessions are delivered daily, alongside White Rose maths sessions.

In September 2021, we introduced an online tool known as 'Tapestry' to record observations made of the children in our Reception Classes which enables EYFS practitioners to photograph, video and capture a commentary of children's current knowledge and understanding as well as demonstrating their progression. These observations help to inform teachers when assessing their attainment and progress.

Assessment

At Carlisle Infant School, ongoing formative assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Alongside observations of children in their play we complete phonics (Little Wandle Letters and Sounds Revised) assessments every 6 weeks and number assessments half termly.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Learning through Play

At Carlisle Infant School, we do not make a distinction between learning and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Outdoor Learning

At Carlisle we understand the value of children learning in the outdoor environment where they can be active and fully engage their senses. Learning outside the classroom supports the development of healthy lifestyles by offering the children the opportunity for physical activity, freedom of movement and helps them to develop a sense of well-being. Outdoor learning also gives children direct contact with nature and unique learning experiences such as contact with the weather and seasons. In Reception, we have a large enclosed garden with different learning zones. Children have daily opportunities in the outdoors where they can mix with their peers across the year group. This provision includes structured activities led by teaching assistants and teachers as well as time for child-initiated learning. Children are encouraged to learn to manage risk in their activities safely negotiating spaces around them.

The Induction Process

Children join Carlisle from over 25 different settings every year. During the summer term, staff start the transition process to ensure all our children and families have a positive start to life at Carlisle.

- There are nursery visits to Carlisle Infant School
- Where possible, members of the Reception team will visit nursery settings
- Each child and their parents and carers will be invited to a stay and play session in the outdoor area in the Summer term
- There is an information evening for new Reception parents/carers
- In early September the class teacher and a teaching assistant will arrange a visit so that they can meet each child and their parents and to establish a relationship with the child and their family
- There is another stay and play event before the children begin in September

Home School Links

- We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work in partnership. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.
- We hold a parent consultation early in the year to share how children are settling into the school environment.
- We operate an "open door" policy that allows parents and carers to discuss concerns and developments in an informal manner.

- We will invite parents to contribute to their child's learning journal giving examples and suggesting activities which can be carried out at home to support their child's learning.
- We will offer workshops for parents and carers to enable them to be familiar with the teaching methods used in school.
- Parents and carers are given the opportunity to meet their child's class teacher each term to discuss their needs and progress. At the end of the summer term, we provide a written summary in relation to the children's early learning goals to parents and carers at the end of the year. This also provides useful transition information to year one.

Inclusion and Equal Opportunities

Children with special educational needs (SEN) will be supported as appropriate to enable them to access the curriculum fully. Children with specific learning difficulties and disabilities have Individual Education Plans which identify targets in specific areas of learning. The school's SENCo Lorraine Blake is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.