



PARK LANE  
PRIMARY SCHOOL

## Early Years Foundation Stage Policy

Date: September 2023  
Review Due: September 2024

Reviewed Annually

## Mission Statement

To provide an education and environment where challenge and excitement is intrinsically woven into the heart of every day.

Building on the foundations of the GST three pillars – we will provide a range of unmissable activities and opportunities that both inspire and compel children to experience every aspect of childhood.

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 experience between birth and age five have a major impact on their future life chances. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talent as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' Dfe 2018).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception year.

The EYFS is based upon four principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and show real determination;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and families;
- Children develop and learn in different ways and at different rates.

## A Unique Child

At Park Lane Primary School and Nursery, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with this families, this being done through our continuous provision learning journals and also our Seesaw platform. During your child's time in EYFS they are introduced to learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative, problem solve and reasoning. The children are taught how to learn and how to become successful learners.

## Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Park Lane Primary School and Nursery are treated fairly regardless of race, religion or stage of learning. Teachers plan exciting challenging activities for the children which enable all children to access the learning and to achieve as highly as possible. In the early years children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment.
- Use a wide range of teaching strategies based on children's learning needs including Makaton which helps aid and support children with speech and hearing problems.
- Provide a wide range of opportunities and environments to motivate and support children to help them learn effectively.
- Provide a safe and supporting learning environment in which each child's contribution is valued.
- We monitor children's progress through observations and take action to provide support as necessary.

It is vital that all children in school are safe. Through citizenship teaching and the nurturing programme we provide all children are given the opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards both in the real and virtual world.

## Positive Relationships

At Park Lane Primary School and Nursery, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and families.

## Parents

We recognise the important role parents play in educating the children, we do this by:

- Communicating with parents about their child before they start school
- Half-termly parent mornings
- EYFS induction evening for parents and the children
- Home visits
- Parents meetings
- Written reports on their child's attainment and progress at the end of each year.
- Encourage parents to contribute to the child's learning journals.

## Enabling Environments

At Park Lane Primary School and Nursery, we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning provides opportunities for child-initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended to they can be used, moved and combined in a variety of ways.

## Observation, Assessment and Planning

Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school's topics. Medium Term Plans are written termly and used by the EYFS teachers as a guide to aid and support weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all EYFS staff. We plan first-hand experiences and provide opportunities for challenges appropriate to the development of the children.

In EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants. These are then kept on the children's Seesaw journal. Each child's progress is recorded against the 17 assessment areas scales derived from the ELGs (Early Learning Goals) to achieve a good level of development.

## Learning and Development

At Park Lane Primary School and Nursery, we recognise that children learn and develop at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

## Areas of Learning

The EYFS is made up of the following areas of learning:

### Prime Areas

- PSED (Personal, social and Emotional Development)
- PD (Physical Development)
- C&L (Communication and Language)

### Specific Areas

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

These areas are woven throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

## Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning, and experimental and will learn at their highest level. Playing alongside and with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. Children have the opportunity to think creatively alongside other children as well as their own.

This EYFS Policy links to our policies on:

Teaching and Learning  
Assessment and Feedback Policy  
SEND and Inclusions Policy  
Equal Opportunities  
Relationships, gender equality and diversity