



EARLY YEARS FOUNDATION STAGE POLICY

September 2024

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1. Vision

At Jubilee, children make an exceptionally good start in the Early Years through excellent provision. Jubilee Primary School is committed to creating a high quality, encouraging yet challenging learning environment, with a caring ethos that values everyone. In the Early Years, children deepen their knowledge and understanding by playing, talking, observing, planning, questioning, testing, repeating, reflecting and responding to adults and to each other. We encourage children to explore, discover, experiment, problem-solve, and above all, communicate freely. As its name suggests, the Early Years provide the vital and important foundation for all future learning. We believe that young children learn best through high quality play experiences supported by skilled adults.

At Jubilee, we have a strong emphasis on outdoor learning and children play and learn outside in all weathers. We encourage children to make their own choices about what they would like to do at in order to develop their independence skills. We endeavour to inspire imaginations through our termly topics, and provide a rich, stimulating place for children to thrive.

We aim to:

- Create a safe, caring environment that provides broad, high quality, personalised provision in line with the Statutory Framework for the [Early Years Foundation Stage 2024](#) under termly topics
- Motivate children to be adventurous and challenge themselves
- Enable children to develop as confident and happy learners
- Support children to be independent in as many ways as possible
- Help children to develop friendships and resolve problems themselves
- Ensure that our environment reflects and values the rich diversity of cultures, faiths and abilities in our community
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Be committed to professional development and continually reflect and strive to improve through up to date EY- specific training and development
- Be committed to Safeguarding all children in our care and take all necessary, thorough steps to ensure that our environment is safe
- Involve parents/carers in a consistent dialogue about their child's development, in order to plan ways to best support the child

2. The Curriculum in the Early Years

The Statutory Framework for the Early Years Foundation Stage 2024 is based upon four themes:

Early Years Foundation Stage Policy
September 2024

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. There are seven areas of learning as detailed in the curriculum:

| Three Prime Areas | Four Specific Areas |
|--|----------------------------|
| Communication and Language | Literacy |
| Physical Development | Mathematics |
| Personal, Social and Emotional Development | Expressive Arts and Design |
| | Understanding of the World |

A Unique Child

At Jubilee, we recognise that children develop in individual ways, 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 children to develop a positive attitude to learning. We value the rich diversity of individuals within our school. All children at Jubilee are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In Early Years, we set challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children regardless of gender, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Positive Relationships

At Jubilee Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The class teacher is the key person for each child in the class. We have a minimum of one teacher and one Nursery Officer per class. This ratio of adults to children enables us to spend more time with children, investing in their emotional and social development.

Enabling Environments

At Jubilee Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging and appealing activities and experiences. Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely.

There are areas where the children can be active, be quiet, creative, and express themselves. Each classroom has a shared outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be as physically active as they wish.

Learning and Development

The Planning objectives used in both Nursery and Reception are guided by the Development Matters Statements from the Early Years Foundation Stage document, in conjunction with our own school planning progression documents. We have one broad topic per half-term in Reception. The topic acts as an inspiration or a starting point, but we always value the children's interests and build these into the planning. Teachers plan in accordance with the Foundation Years curriculum and our own topics, following the child's interests, motivations, and needs. The plans reflect both adult led and child led activities. Planning is created over a weekly period for story/ group times and adult led activities which are personalised for individuals and groups. A daily plan of free flow activities is supported by our long term scheme of learning. We provide learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

At Jubilee, we are passionate about giving children the very best experiences both inside and out. The outdoor environment is a positively powerful place where children can develop confidence and resilience. We currently have one trained teacher in Forest School to Level 3 in our Early Years. Children in Nursery and Reception enjoy weekly Forest school sessions for half a day.

3. Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of Reception, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. During the year, all children in either Nursery or Reception are tracked using Arbor, supported by the statements and guidance in The Development Matters document.

In Reception, we achieve this in a variety of ways by:

- setting common, open ended play-based tasks to elicit a variety and depth of response; where appropriate, grouping children by ability in the room and setting tasks of increasing difficulty
- providing practical opportunities for kinaesthetic learners;
- utilising the outdoors as a powerful learning environment for all using visual stimuli and artefacts to promote interest;
- utilising Nursery Officers or additional staff to support children
- using trips and visitors to further develop understanding;
- group work to allow collaboration and develop thinking skills.

Children's achievements are celebrated regularly through displays in classrooms and shared areas around the school and during school assemblies.

Where appropriate, the Early Years participates in Whole School Days – based around the topics or other important educational events (e.g. World Book Day) which are planned throughout the year.

4. Settling and Induction

We have an induction programme at Jubilee to support new families to settle in and join the community.

- Initial phone call or email to contact the families
- A home visit is arranged.
- Invitation to a Welcome Stay and Play session, where children have the opportunity to play and become familiar with their new classroom and playground, and meet some new classmates.

5. Working with Parents and Carers

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education. Parents and carers are kept up to date with their child's

progress and development. We provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We foster this through:

- Talking to parents/carers before their child starts school at our Home Visit, Welcome Events, such as our Stay and Play Welcome Afternoon
- Visiting the families at home for an initial home visit
- Outlining the school's expectations in the Home-School agreement
- Operating an open door policy for parents/carers with any queries or concerns
- Sending texts home with positive feedback about the child's achievements
- Publishing weekly news sheets, with prompts to support children at home
- Inviting parents to attend meetings about areas of the curriculum, such as phonics or reading
- Offering parent/teacher consultation meetings at which their child's progress is discussed