



Long Clawson
Church of England (Controlled)
Primary School

School Lane, Long Clawson, Melton Mowbray,
Leicestershire LE14 4PB

Phone/Fax 01664 822337

office@longclawson.leics.sch.uk

Early Years Foundation Stage Policy (EYFS)

INTENT

At Long Clawson CE Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS Framework (2023) '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.' In EYFS, we seek to provide: quality and consistency, a secure foundation, partnership working between practitioners and parents; and equal opportunities for all children.

The following documents should be read in conjunction with this policy: Leicestershire County Council Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; Behaviour Policy; Safeguarding & Child Protection Policy; SEND Policy.

We adhere to the Statutory Framework of the EYFS and the overarching principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- The importance of **learning and development**. Children develop and learn in different ways and at different rates.

Throughout their time in EYFS, we support our children to develop a sense of belonging to our school community ready for transition into Year 1. We support them to have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



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IMPLEMENTATION

Throughout EYFS at Long Clawson CofE Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated July 2023, by the DfE. This framework specifies the requirements for learning and development in the Early Years Foundation Stage and provides prime and specific areas of learning we must cover in our curriculum.

• **PRINCIPLES INTO PRACTICE**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by an adult.
- Provide a secure and safe learning environment indoors and outdoors.

• **FOUNDATION STAGE CURRICULUM**

We 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. All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language
Physical Development
Personal, Social and Emotional Development



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Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that children's unique interests are supported. During each week, the children will work with an adult to complete 1:1 reading sessions and adult led English and Maths tasks either 1:1 or in small groups, depending on the child's needs. They are also provided with a range of child-initiated tasks within our indoor and outdoor provision.

Every morning, EYFS children receive whole group phonics teaching. Our DfE approved phonics programme is Twinkl Phonics, and we aim for the children to complete Level 2, 3 and 4 in EYFS. We provide intervention for those children who require additional support. The children also receive daily teaching time in English and Maths. In Maths, we follow the White Rose EYFS curriculum, and in English we provide the children with opportunities to engage in shared reading and writing, working towards the Literacy early learning goals.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that the children are using and developing taught skills throughout the year on a daily basis. Continuous Provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis, and problem solving. During the day, the children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. During children's continuous provision, early years practitioners interact with the children to stretch and challenge them further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

Playing and Exploring
Active Learning



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Creating and Thinking Critically.

We share a range of healthy snacks and learning about the importance of a healthy balanced lifestyle. All children will also perform in a Nativity and participate in school trips when possible.

• ASSESSMENT

All children are assessed using the national RBA (Reception Baseline Assessment) within the first few weeks of starting school. We also carry out our own baseline assessments within school to understand each child's starting point.

Throughout the academic year, staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journey. Our school uses Tapestry. The children also have writing books and learning books where additional work is collected. We regularly assess where children are, using 'Development Matters' checkpoints and then ensure our daily planning, adult interaction and learning environment supports each child to reach their next steps. We include interventions for groups or individuals where necessary.

We keep parents informed and we meet regularly with them to ensure children's transition into school and journey throughout EYFS is happy and successful one. Parents are encouraged to come into school every Thursday morning to read with their children. We also share observations on Tapestry with parents, hold maths and English workshops, provide parent consultations and written reports at the end of the year. In the written report, parents are provided with information based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

• TRANSITIONS

Transitions are carefully planned and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with parents and by liaising with each child's pre-school or nursery. Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners in the Summer Term prior to entry in the Autumn Term.

Each child's development is discussed termly with the Head Teacher and KS1 Leader: progress is measured against the Early Learning Goals and are used to support a smooth transition to Year 1.



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- **PARENTS AS PARTNERS & THE WIDER CONTEXT**

We strive to create and maintain partnership with parents and carers, as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care.

Working with other services and organisations is integral to our practice to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

- **SAFETY**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Safeguarding and Medical Conditions in Schools. Please also see our prospectus regarding food and drink at lunchtime/break. New parents are also given a number of specific information booklets outlining the above in more detail.

- **INCLUSION**

We value all our children as individuals at Long Clawson CofE Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

IMPACT

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to achieve a Good Level of Development and many of the



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Early Learning Goals at the end of reception. Evidence in children's learning books and online Tapestry journals, support all areas of the EYFS curriculum.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against schools nationally. We measure the percentage of pupils achieving age related expectations and that are on track for GLD throughout the academic year. We put supportive interventions in place for those children that require it.

Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using Development Matters. We look at: **Birth to three, 3 and 4-year-olds** and **Children in reception**. This is regularly tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children.

Our assessment judgements are moderated both in school and externally with local schools. We also undertake relevant training to ensure that we are up-to-date with good practice and new developments.

This policy was approved by the Governing Body of Long Clawson Church of England Primary School remotely in October 2023.

Signed..... Chair of Governors

Date for review: Autumn 2025