



At Chellaston Infant School, we believe that everyone should reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

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THE EARLY YEARS FOUNDATION STAGE POLICY

Date	Change made where?	Change description	Approved by Governors	Next review
07/07/21	Updates throughout	Changed aspects of the policy to match the new EYFS document ie quotes taken from it.	12/07/21	July 2022
	Assessment	changed to reflect new assessment baseline and new ELGS	12/07/21	July 2022
	Updates throughout	organisation by just adding the word classroom rather than classes	12/07/21	July 2022
04.04.2022	Updated throughout	To reflect changes in guidance EYFSP, Birth to 5 Matters and Development Matters.	04.04.2022	Spring 2 2023
March 2023	Assessment	Updated information to reflect new assessment systems – FFT and Tapestry that replace EExAT	27.03.23	Spring 2024
July 2024	Small changes throughout.	Assessment Tracking system. Organisation of classrooms. Transition schools	Autumn 2024	Autumn 2025
December 2025	Small changes	Added extra information about Baseline and SEND support.	Spring 2026	Autumn 2027

Chellaston Infant and Junior Schools

Curriculum Design Model



OUR WORLD—OUR POSSIBILITIES

Pupils	oracy, friendship, creativity, safety, expression, culture
Futures	oracy, careers, aspirations, innovation, belief
Families	social, inclusion, relationships, education partners, beliefs
Healthy Lives	safety, health and wellbeing, emotional
Community	possibilities, responsibility, cohesion, diversity

Expressing Ourselves

Kind	Ready	Safe
Acceptance	Commitment	Confidence
Appreciation	Creativity	Responsible
Kindness	Curiosity	Adaptable
Democracy	Enthusiasm	Co-operate
Empathy	Independence	Awareness
Reflective	Risk taker	Tolerance

Our Curriculum is:

Knowledge and skills based; rich in vocabulary; sequenced and progressive; inclusive and adaptive; engaging and promotes positive attitudes; research informed.

National Curriculum Threads: Progression of key concepts from Key Stage 1 to Key stage 2 lower to Key stage 2 upper.

Sequencing Documents: Details specific knowledge taught in each subject area

Curriculum Content Map: Year group specific ensures coherence, coverage and sequential learning.

Our children will leave CIJS with a better understanding of themselves, the world, and aspirations to create a better future for everyone.

RATIONALE

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The **EYFS** states that:

'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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

The **EYFS** seeks to provide:

- **quality and consistency**, so that every child makes good progress
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

At Chellaston Infant School we believe we can help the children achieve the purpose set out in the EYFS by providing a well-planned and resourced curriculum and by giving the children the opportunity to succeed in an atmosphere where they feel cared for and valued.

We believe that children are individuals and must be treated as such from the moment they start school. They must acquire skills and attitudes to provide them with a solid foundation for learning.

We recognise that the home influence remains important throughout their school years and it is crucial to build relationships and work together to promote children's development. This partnership helps to make school learning part of children's lives rather than something separate and artificial.

AIMS

At our school we aim to follow the four overarching principles of EYFS so that every child can learn and develop effectively. These principles shape our practice are grouped into four distinct but complementary themes:

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

- 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 at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

We meet their needs by:

- providing an induction programme that enables children to come to school happily.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

- using a wide range of teaching strategies based on children's learning needs;
- providing a safe and supportive learning environment in which the contribution of all children is valued; developing strong and caring relationships

PLANNING

- Foundation Stage staff plan together during PPA time. In order to meet the needs of our young children we support our plans for their learning by considering [Early Years Foundation Stage Profile \(EYFSP\)](#), [Development Matters](#) and [Birth to 5 Matters](#) documents.

There are seven areas of learning within the EYFS that we plan for. These are:

Prime Areas

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development;

Specific Areas

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

The three *prime areas* are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The *prime areas* are fundamental, work together and move through to support development in the specific areas. The *specific areas* include essential skills and knowledge for children to participate successfully in society.

All seven areas have equal importance and depend on each other to support a rounded approach to child development. All areas are delivered through planned, purposeful play with a mix of adult-led and child-initiated activities. Teaching takes many forms through quality interactions between adults and children.

Practitioners often 'plan in the moment' when working with children. This means they observe a child, assess the child's needs and plan (there and then in their heads) how to move the learning on or support each individual. This may be recorded but is not always necessary as the learning has happened there and then in the moment.

In the Early Years Foundation Stage practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. Three Characteristics of Effective Teaching and Learning are:

These are;

- **Playing and Exploring** - children investigate and experience things and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and Critically Thinking** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Chellaston Infant School we actively promote and foster the children's development in these Characteristics of Learning and encourage the children to talk about how they learn rather than just what they learn.

Foundation Stage classrooms provide provision for development in all seven areas of learning and the Characteristics of Effective Learning. Some provision is organised into specific zones such as creative, malleable, construction and water but development in all areas of learning including Literacy and Mathematics is promoted in all aspects of play and exploration. Foundation Stage classrooms operate a 'free-flow' system within which every child has access to all the areas of provision. The use of the provision is modelled to the children so they can play independently, make choices and access the resources as they need them. The children have a daily Phonics, Mathematics, Reading and often a topic-based input. All classes have a shared outdoor area which

they access throughout the day. The outdoor area is used all year round and teachers and TAs are on a rota to support the children's learning in the outdoor area.

At the end of the Early Years Foundation Stage children are assessed in the achievement of the **Early Learning Goals** in each area of learning. These Early Learning Goals are the national expectations children are expected to achieve by the end of the Early Years Foundation Stage.

EQUAL OPPORTUNITIES AND INCLUSION

We ensure that all pupils have equal access to a broad and balanced curriculum regardless of age, gender, race and ability.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, 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.

SPECIAL NEEDS

We liaise closely with feeder early years settings and with health visitors, the school nurse and social services to discuss individual needs. Children who have earlier been identified as having special needs are discussed with their parents and the professionals concerned. Using baseline observations and pre-school records teachers assess children during the first half-term to identify needs and how we can support them to access our Early Years provision. Class teachers and teaching assistants will be mindful of the additional needs of children and will use adaptive teaching methods to ensure that all children can be successful. Class teachers will work closely with parents and the school SENCO to identify any emerging needs of children as early as possible. In the absence of a formal diagnosis the school will not assume a disability or medical condition but will aim to support the individual needs of a pupil.

HEALTH, SAFETY AND RISK ASSESSMENT

Learning opportunities are planned with due regard to our Health & Safety policy. Risk assessments are undertaken as appropriate and kept in the Health & Safety file. A visual check of all outdoor equipment is made daily, and any issues are reported to the site manager or office manager and premises. Visual checks of all indoor equipment are carried out by the class teacher.

CONTINUITY AND PROGRESSION

Teachers plan in year groups to ensure continuity across the classes and to provide opportunities to allow all children to make progress. Each child's progress is tracked and discussed during Pupil Progress Meetings (PPMS – see paragraph below) to highlight any children who have made more than or less than the expected progress.

ASSESSMENT, RECORDING & REPORTING

The **EYFS** states that:

'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.'

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.'

It is crucial to their future success that children's earliest experiences help to build a secure foundation for learning throughout their school years and beyond.

Practitioners are sensitive to the individual development of each child to ensure that their learning is suitable for their stage of development. Children are supported and challenged through:

- ongoing observational assessment to inform planning for each child's continuing development through play based experiences.
- a flexible approach that responds quickly to children's learning and development needs.

Children's progress is recorded through the use of observations and photographs, samples of 'work', observations provided by parents and any other items that teachers believe evidence learning. Other work may be kept in folders and may be written into books.

All children are assessed during their first half-term at school; this is called baseline assessment which gives practitioners an assessment of the child's learning and development in the seven areas of learning. **The EYFS Reception Baseline Assessment (RBA) is a statutory, short, practical assessment for children in their first six weeks of Reception to measure early literacy, communication, language, and mathematics skills, primarily used by the Department for Education to gauge school progress from Reception to the end of Year 6 (KS2). It's a one-to-one session with the teacher, using familiar materials.** The baseline is a starting point to help practitioners plan for each child's needs and also to help track the children's progress. Parents are invited to meetings with the class teacher throughout the year to discuss their child's progress.

The EYFS Profile is a summative assessment of achievement of the Early Learning Goals. At the end of the year children are reported as either achieving or not achieving the Early Learning Goals. Best fit judgements are used to make the final assessments. These end of year judgements are shared with year one teachers during transition. Attainment in the Early Learning Goals is reported to the Local Authority (LA) in July.

Arbor is a tracking system that teachers use to assess and track children's development at specific points throughout the year. This tracker indicates whether children are achieving age-appropriate expectations in the seven areas of learning and can measure their individual progress.

MONITORING AND EVALUATION

- Foundation Stage teachers will moderate observations and judgements through team discussions.
- The Foundation Stage leader will also monitor the teaching and learning and assessments made in the Foundation Stage by doing observations, work reviews, looking at planning and evaluations.
- Each year achievement in the early learning goals is reviewed and practice and provision is adapted as necessary to meet needs and improve outcomes.

This policy should be read alongside the other school policies:

- 1) Admissions including admission form/Home/school agreement
- 2) Teaching, Learning and Assessment policy
- 3) FS2 Risk Assessments for outdoor learning