



Policy:	Early Years Foundation Stage Policy
This policy was reviewed:	September 2024
By name:	Andy Muir
Position:	Chair of Governors
Signature:	A. Muir



Core values: compassion, courage, resilience and responsibility.

Mission Statement

'Nurturing children to blossom into compassionate and resilient members of our community'.

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

Early Years Foundation Stage Policy

POLICY SUMMARY

'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 Statutory Framework for the Early Years Foundation Stage. DfE July 2023)

EYFS Curriculum

Intent, Implementation, Impact

Owls (Reception Class) and Barn Owls (Nursery)

INTENT

Our children deserve to be in a safe and happy learning environment where they can feel confident to grow and achieve. We support the children in knowing they can do anything they want to do, following our school vision: "Have courage, grow roots, shine bright!"

At Hazelbury Bryan Primary School our Early Years consists of two classrooms; our Nursery room (Barn Owls) for children from 2 years and children in their Reception school year (Owls).

We intend to promote the children's wellbeing by placing a huge emphasis on children's personal, social and emotional development.

We build trusting and secure relationships. Our staff genuinely care about each child as an individual and the families with whom we work.

Children and parents/carers are greeted each morning, with the intention of supporting the children to feel valued and excited to arrive at school, eager to see what the day holds.

We encourage healthy lifestyles and being outside, exercising and eating healthily are heavily promoted. In our sessions, we provide opportunities to problem solve and take calculated risks by deciding the best routes to take and how they can successfully achieve a task.

Throughout their learning, we aim to aid children in being inquisitive and questioning learners, who are keen to find answers, build, design, create, explore, nurture, listen, support and thrive.

A hands-on, exploratory approach, is intended to help children develop all the necessary skills that begin their schooling and create the foundations for other skills, knowledge and understanding to be built upon as they travel through.

Our learning environment, both indoors and outdoors, is resourced to promote, encourage and develop these learning skills and due to the nature of our wonderful school surroundings, we actively ensure children have the best hands-on experience in nature and aid their curious minds within our outdoor setting. We are lucky to be in the middle of the countryside, where we can heighten their senses to the wonder of our world around us and promote asking and answering questions about nature as well as find out for themselves.

We aim to be the spark igniting each child's passion for the very start of their school journey. We encourage a love of learning, allowing access to the best opportunities to ensure we have stimulated and happy children. We support the children to be caring, curious, courageous and collaborative.

We are committed and strive to be the best we can be for the children we teach. The strong and experienced team share the same drive, vision and passion. We want the children to learn to be independent and resilient learners.

Due to the fantastic setup of having a nursery on site, we ensure a smooth, positive and confident transition into our reception classroom, as the children are already familiar with the environment, peers and staff.

IMPLEMENTATION

The children are working towards the Early Learning Goals (ELGs) set out across the seven areas of learning in the Early Years Foundation Stage curriculum. Our curriculum and planning is challenging, flexible and based on the needs of individuals. We follow themes throughout the year, and these are shaped by the children's interests. This enables us to deliver a broad and engaging curriculum where all children can make progress towards the ELGs.

Reading is at the heart of our curriculum and is evident in our weekly visits to the school library, daily story times and storysices. Staff share a love of reading and read with passion and enthusiasm to captivate children and support a love of reading. We believe that reading is key to a child's development, particularly in speech and writing. Building a wide range of vocabulary and experiences is what we strive to achieve.

In our maths sessions, we enjoy using a practical approach as well as songs and rhymes to enhance the children's understanding. We use Numicon so that the children have a physical object to represent each number that they can see and touch. Numicon provides a multisensory approach to teaching maths that the children really enjoy.

We are a small village school and therefore being part of the community is important to us. We work closely with families to build and establish good relationships as well as developing those with people in the wider community.

Through continuous and extended play, we provide challenging and engaging activities that are centred around our topic and learning with the intention of bringing in as many different curriculum areas as possible. Activities are adapted once a child makes an observation or shares an interest in something, by doing this we are valuing the child as an individual and encouraging their learning journey taking on another path. It is here where we can target our teaching as the child/children are soundly engaged and in turn this leads to active learning. It also promotes curiosity and inquisitive minds and teaches children that we can find answers when we ask questions.

Activities are planned to take place within the classroom and outside so that we can extend their love of learning to any environment. The outdoor area has also been shown to help reduce children's anxieties, stress and improve their mental wellbeing.

"Tell me and I forget, teach me and I may remember, involve me and I learn."

Benjamin Franklin

IMPACT

- Preschool children's transition to school is smooth, as they are already confident within the environment and with the adults who will continue to work with them.
- High quality Nursery provision enables children to be well prepared to start in Reception and allows for early intervention and support when needed.
- Staff and children have trusting and secure relationships. Children feel safe, valued, confident and motivated to learn.

- Children are caring, curious, courageous and collaborative learners. They are independent and resilient.
- Children rise to challenges set for them across the curriculum allowing them to extend learning and reach their full potential and be ready for Year One.
- Children's progress is continually monitored across the foundation stage to ensure progress in order for children to achieve the Early Learning Goals.
- Children show a love of learning and can make decisions, problem solve, enquire, ask and answer questions and are motivated to "have a go."
- The children in EYFS are happy in themselves and are kind, caring, respectful and supportive of others.
- Teaching and learning in the EYFS is monitored by the head Teacher, SLT, EYFS Lead and link Governor.

REVIEW OF POLICY

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

Signed: A. Muir

Designation: Chair of Governors

Date: 4.9.24