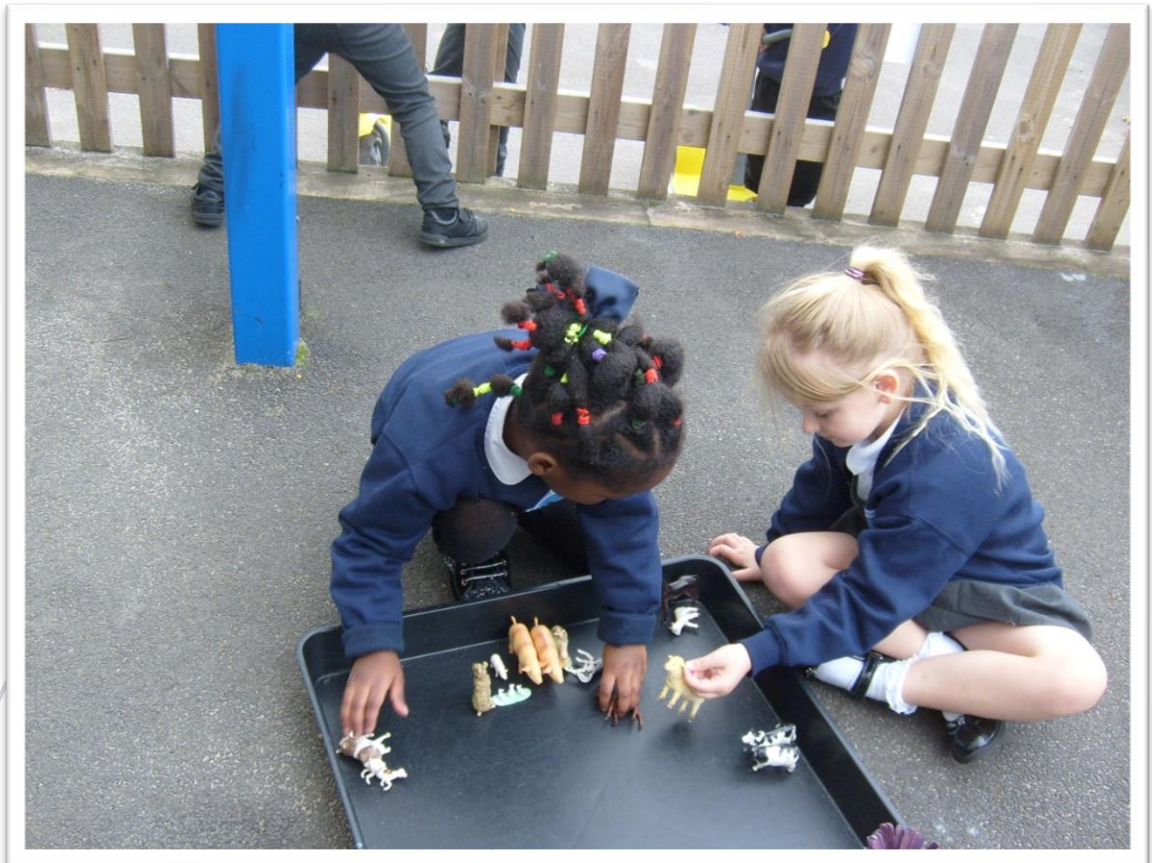




# EYFS Policy

2024 - 2025



[www.teaguesbridgeprimary.org](http://www.teaguesbridgeprimary.org)

Teagues Bridge Primary School  
Early Years Foundation Stage Policy

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Staff Responsibility	Natalie Woods
Governor responsibility	Drew White

‘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.’ (Statutory Framework for the Early years Foundation Stage DfE 2023).

‘Inspiring, nurturing and enabling lifelong learners’ is what we strive to achieve at Teagues Bridge Primary School. We must work together to develop children’s self-esteem and confidence to enable every child to reach their full potential. We must open their minds and allow them to grow and develop.

At Teagues Bridge it is our aim to provide a secure environment, with consistent routine, where our children can feel safe and explore rich and diverse learning and development opportunities. We enable children to become independent, confident, active learners for life. We aim to provide teaching and learning experiences, indoors and outdoors, of the highest quality to help our children progress.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

## The Early Years Foundation Stage:

The EYFS is based upon four principles:

- 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. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

## A unique child:

At Teagues Bridge Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the 'Magic Learning Habits' which are; motivation, a positive attitude, gumption, an 'I can' attitude and effective communication skills, all of which support children in becoming effective learners. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of growth mind-set; they are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.



## Inclusion

All children and families are valued within our school. We value the diversity of individuals within the school and the community around us and we do not discriminate because of differences. All children at Teagues Bridge Primary School are treated fairly regardless of race, religion, creed or stage of learning and we do not group children based on the notion of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In the early years, the 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 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 and Disability policy.

In EYFS we have realistic and challenging expectations and meet the needs of 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.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which each child's contribution is valued.
- Monitoring children's progress and taking quick action to provide further support if necessary.

It is vital that all children in the school are safe and happy. Through British Values, SMSC and Jigsaw (PSHE scheme) teaching we provide children with 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 world and the virtual world.

### Positive Relationships:

At Teagues Bridge Primary School 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 their families.

### *Parents as Partners:*

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

- Talking to parents about their child before their start school.
- Inviting children to spend 2 sessions with their new teacher in the classroom before the school term begins.
- Inviting all parents to an induction meeting during the summer term.
- Encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress.
- Providing parents with a written report on their child's attainment and progress at the end of each school year and providing a summary midterm report during the spring term.
- Encouraging parents to contribute observations in the home/school link book.
- Encouraging parents to attend parent workshops.
- Inviting parents to attend open afternoons to see what their child has been learning and how it is put into practise in the classroom.

Staff develop good relationships with all children and parents, interacting positively with them and taking time to listen to them.

### Enabling Environments:

At Teagues Bridge Primary School 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 class topics where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

The outdoor environment is an important place for learning. Lots of children learn better and are engaged and focused more when outside. We have developed out outdoor areas so it offers high quality provision and endless opportunities for all children to learn, develop and grow together.



### Observation, Assessment and Planning:

The planning within EYFS starts with a long-term plan which outlines the overview of learning across the year. Medium term plans are written termly and used by the EYFS teacher as guide for weekly planning. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

Assessment in EYFS takes the form of observations, questioning and high-quality interactions with children, and this involves the teacher and other adults. Key learning points, activities and observations are recorded in a child's individual learning journey and these along with the teacher's knowledge of the children are used when assessing and tracking the progress of children throughout reception.

When children join the reception class, they undertake a baseline assessment, this is then used as a starting point to track their progress throughout reception and then into key stage 1 and 2. At the end of the year we will assess the reception class children against the EYFS Early learning Goals, stating whether they are working towards or at expected standard. All assessment information is used to

identify next steps for all children, and to inform planning and provision to ensure that children make progress across the school.

### EYFS areas of learning:

The EYFS is made up of seven areas of learning:

#### *Prime Areas:*

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

#### *Specific Areas:*

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

These areas are delivered throughout the half termly themes and are 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 class has 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 indoors and outdoors together.

### *Personal, social and emotional Development:*

At Teagues Bridge we foster and develop relationships between home, school and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn, work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to

respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

### Physical Development:

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

### Communication and Language:

This covers all aspects of language development and provides the foundation for literacy skills. Developing children's competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

### Literacy:

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, Read, Write, Inc. Phonics sessions and small group guided writing. The pre-writing work encourages correct pencil control, left/right orientation and letter formation. At Teagues Bridge we follow the Nelson Handwriting programme. Children learn to form letters correctly and in the correct direction. We ensure through these sessions that they start the letters in the correct place. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by staff.



### Mathematics:

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. We use Numicon and Ten Town to develop their recognition of numbers and the understanding of number and relationships between numbers. CLIC maths is delivered each day to develop children knowledge of numbers and number patterns. Children also learn about shape, space, position, pattern and measurement.

### Understanding of the world:

All children are given the opportunity to solve problems, investigate, and make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

### Safeguarding and Welfare Procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety: we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have always at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

### *Health and 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 aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children are allowed to take risks but are taught to recognise and avoid hazards.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early years Foundation Stage 2023. We therefore:

- Promote the welfare and safeguarding of children
- Promote good health by providing nutritious snacks and preventing the spread of infection and taking appropriate action when children are ill
- Fresh drinking water is available at all times
- Ensure that all adults who look after the children or have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Medicines (both prescription and non-prescription) are only administered to a child where written permission has been obtained from the child's parent/carer. Medicine is stored safely in the school office.
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept

- First aiders are on sight at all times during the school day
- Personal mobiles are stored away safely when children are in the setting

### Photographs and Videos:

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's learning journey books and on the school website (children who are looked after will not have their photographs put on the website or any public flyers etc).

### Allergies and Medical Needs:

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

At Teagues Bridge we keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in the awareness file so everyone is aware of the individual needs.

If children need medication parents need to complete the medication consent form, this is available on the website and from the school office.

### Snack Times:

We see snack time as a social event, a time where children enjoy a drink of milk or water and a piece of fruit. This time of day is the ideal opportunity to develop and enhance children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to help themselves, wash up their plates, decide when they wish to take snack and self-manage their choices of food and drink.

All children take dinner in the main hall. All reception children are entitled to a free school meal. There is also a sandwich option for those children who do not like a hot meal. The sandwich option must be ordered a week in advance using the options order form, this is available on the website or at the main office.

Once children have finished their lunch, they go out to play on their reception playground in the first two terms. During the summer term, children are encouraged to use the whole playground to ensure they are integrated ready for transition into year 1.



### Monitoring and Review:

It is the responsibility of the EYFS staff to follow this policy. The senior leadership team and the headteacher will carry out monitoring in EYFS as part of the whole school monitoring process. Each class is monitored to ensure outstanding teaching and learning and that all children are making progress and if there are gaps in learning, alternative provision is planned to support progress of all children. This policy will be reviewed annually and will evolve to incorporate the views of all staff concerned.

