Early Years Foundation Stage Policy

This policy relates to the EYFS at Bootham Junior School

Rationale

The Early Years Foundation Stage (EYFS) is a crucial time in a child's early development. Between the ages of 0 and 5 children develop rapidly physically, intellectually, emotionally, and socially. The Early Years Foundation Stage helps to lay the foundations on which the children will build as they move into and through their school years.

At Bootham Junior School we want to give the children the best start to their education. We want them to become confident, enthusiastic learners and to fulfil their potential by being themselves, aiming high and being kind. We also want them to begin their journey towards the whole school aim to liberate young people, equipping them to flourish as adults and to live adventurous lives that will serve to create a better world.
We welcome children from age three to five into Early Years and they join either the Reception or Nursery Class. Occasionally, we accept children in the term that they turn three years old, to join our Lower Nursery Class. Decisions about a child's readiness to start are made in consultation with families and are based on developmental readiness. We may also support families who wish to delay entry into Reception, for summer born children, if we feel that it would be of benefit to the child.

Aims

The curriculum for the EYFS should underpin all future learning by supporting, fostering and developing children's:

- **Personal, Social and Emotional Development:** We recognise that this area is crucial to enable children to lead happy, healthy lives and it is fundamental to their cognitive development. We develop strong, trusting and caring relationships with adults and children in school. We support children to manage their emotions, develop a strong sense of self and grow in independence and confidence. We teach children to look after themselves, keep active and understand the importance of healthy eating and lifestyles.

- **Physical development;** we provide a range of both gross and fine motor activities to ensure that children gain necessary skills for an active life and to ensure that they develop hand eye coordination which is linked to early literacy. By providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. We provide specialist sports teaching and the children have a dedicated outdoor learning program lead by a 'Forest School' specialist.

 Communication and Language; with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully.

 Literacy; with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books. The children are read stories, discussing the content and characters which helps to build their comprehension and in turn their ability to use these skills as they develop their ability in reading and writing.

 Mathematics; with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them. They become confident when looking for patterns and relationships with number and talk to adults about what they notice and try different approaches to solve problems.

 Understanding the World: We guide children to make sense of their physical world and their community. Starting with their own experiences, we develop their knowledge and understanding of the world and their place within it and provide opportunities to explore new places and meet important members of society such as police officers, nurses and firefighters. Through listening to stories, non-fiction, rhymes and poems we foster their understanding of our culturally, socially, technologically and ecologically diverse world and enrich vocabulary that, in turn, will support their later reading comprehension.

 Expressive Arts and Design; with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, dance and imaginative role play activities. The depth of experiences that we offer help the children make excellent progress in interpreting and appreciating what they hear, see and respond to.

Planning

At Bootham Junior, Early Years staff plan each topic carefully also including the observed interests of the children. Medium term plans list guides to planned activities in each of the seven areas of learning as well as ongoing activities and routines. Weekly planning is undertaken by the Nursery and Reception teaching team, with close links to the children's interests, previous learning and spontaneous activities brought on by changes in weather, exciting news etc. Where possible, trips out of school are arranged to bring the children's' classroom learning to life and guests are invited to visit. Such trips may include a walk around the local area, visiting the library, a visit by an author. We understand that in this modern world ICT plays an important role in our lives and where possible it is used within our teaching and to support the children's learning. Each of the Early Years classrooms has one computer, a Smart Board, tablets and the use of the computer suite. Programmable toys and CD players etc. are also used. **Assessment**

We understand that assessment informs planning. Formative and summative assessment takes place on a regular basis and observation of the children is ongoing. Teachers make notes in their planning which help to form the basis for future planning. Throughout their time in the Early Years Foundation Stage examples of work and photos are used to build up a learning record.

We use an online Learning Journey tool that parents/carers have daily access to and to which they can add photos, videos and anecdotes from their home learning experiences. As we have been granted exemption from the Learning and Development requirements of the EYFS, we do not

complete the EYFS Profile at the end of Reception. We do, however, have our own thorough methods of tracking progress throughout the EYFS and beyond.

Links with parents

We understand how important it is to build good links with parents. Frequent liaison with parents communicates daily issues from home and school through face-to-face discussion, email and by using the child's planner.
As the weeks go by, parents are sent newsletters informing them of the sorts of activities their children have taken part in and the new concepts they will be taught. Written reports are sent home in July and parents meet with teachers at consultation evenings in Autumn, Spring and Summer.

Children with learning differences and disabilities

We understand that each child has different needs and abilities. Whilst some children may find some things easy, others may not. At Bootham School we want the children to achieve their full potential. We have a whole school SEND register that recognises children's particular needs. There is a whole school Special Educational Needs Co-ordinator, who liaises with the Early Years SENDCO and staff to ensure that individual needs are met. We have experience of working with outside agencies to support children's development and needs, for example Speech and Language therapists and the Children's Mental Health team.

Safeguarding and Promoting the Welfare of Children

The school has a comprehensive Safeguarding policy which is in accordance with the latest KCSIE documentation, including reference to Preventing Radicalisation, a duty to report on FGM and child on child abuse. It is in line with the guidance and procedures of our local safeguarding partners (LSP) and the lead practitioner for Safeguarding in the Early Years is Louise Leaf.

In addition, we recognise that in the Early Years it is often both necessary and appropriate to have physical contact with pupils for example when children are upset, anxious or in immediate danger. There may also be the need to assist children with toileting and personal care.
Rachel Hicks is the Governor with responsibility for the Early Years Foundation Stage.

Date of last review:	**September 2023**
Person responsible:	**Early Years Manager**
Review group:	**Education Committee**
Approval group:	**General Committee**
Date of next review:	**September 2025**