



**PENCOMBE  
C.E. SCHOOL**

## **Early Years Foundation Stage Policy**

In God's hands, we love, learn, grow and inspire

"What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like the mustard seed, which is the smallest of all seeds on the earth. Yet, when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

Mark 4: 30-32

Date Approved by Board of Governors	
Effective period	September 23 – September 25
Reviewer	Mrs E Brown
Date of Review	September 2023
Next Review Due	September 2025

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings. The EYFS lays down the legal requirements that Early Years' providers must meet, including:

- learning and development requirements: specific areas of learning and development which should shape the activities and experiences you offer
- assessment requirements: how you measure children's progress and feedback to parents or carers
- safeguarding and welfare requirements: what you must do to keep children safe and promote their welfare

We aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners. The Pencombe Christian Vision is at the heart of this aim: "In God's Hands we Love, Learn, Grow and Inspire".

***"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."***

### **Development Matters Sept 2020**

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

### **Curriculum**

Reception follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2020.

#### **1. The best for every child**

#### **2. High-quality care**

#### **3. The curriculum: what we want children to learn**

#### **4. Pedagogy: helping children to learn**

#### **5. Assessment: checking what children have learnt**

#### **6. Self-regulation and executive function**

#### **7. Partnership with parents**

### **As part of our best practice we:**

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those who need additional support.

- Work in partnership with parents and where needed outside agencies.
- Plan challenging learning experiences for all our children, based on the individual needs of the child.
- Provide opportunities for our children to engage in adult led learning and self-initiated learning.
- Provide a secure and safe learning environment indoors and outdoors.
- 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.
- Early Years pupils join together with all the older children at Pencombe CofESchool for assembly, church services, lunch times and community events.
- Children in Pippin Class are Pre-School and Reception age combining to make our Early Years Class, Pippin. Our children are able to support and encourage each other in their development, welcoming new children into the setting and helping them settle in.

### **Areas of Learning:**

The EYFS is made up of **three prime** areas of learning:

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

There are **four specific** areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

### **All seven areas of learning and development are important and interconnected.**

All children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

### **Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed will liaise with the Special Needs Co-ordinator. The needs of children with English as an additional language will be met through planning together and accessing support from our wider federation and the local authority as needed.

### **Assessment, Recording and Reporting**

- Assessments are made in line with the EYFS.

- Daily practice includes observations of children's development and progress.
- Discussions are held with all adults in EYFS about individual children's development and next steps.
- Significant observations of children's' achievements are recorded on "See-Saw" which are shared with parents.
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning (Pre-School reports are not statutory but the teacher will provide feedback to parents at the end of the year).
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning.

### **Transitions**

We recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in Pippin Class are invited to visit prior to starting. This gives children the security of meeting their teacher with a parent or carer and parents have time to ask questions and share knowledge or any concerns they have about their child. In addition to this, all the children have a play session to meet the other staff and get familiar with their new surroundings on their own.

Children who attend Pencombe Early Years class have many opportunities to interact with the staff and environment. They also benefit from the opportunity to make a gradual transition from play based learning to a more formal approach, using the outdoor area and EYFS resources.

### **Health and Safety and Safeguarding**

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 the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to school's safeguarding policy.

We aim to encourage healthy eating in school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly updated. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we actively encourage regular drinking. We have small toilets within the setting so there is easy access at all times.

Children are taught the importance of keeping clean and washing their hands correctly.

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

***Benjamin Franklin***