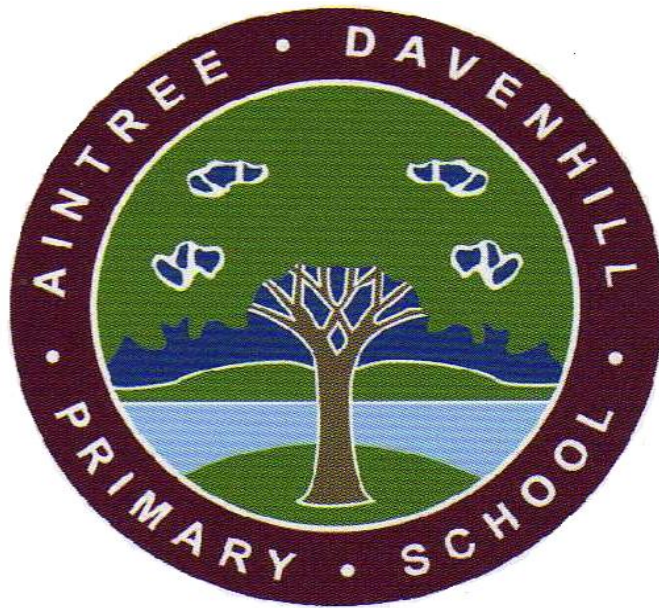


Aintree Davenhill Primary School



Early Years Foundation Stage Policy

Approved by the Headteacher
July 2026

Review date June 2027

Aintree Davenhill Early Years Foundation Stage Policy

Early Years Foundation Stage Intent

Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years' services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

In our Early Years Foundation Stage, we view every pupil as unique. We ensure all children can develop and learn in a safe and nurturing environment where play and learning is combined. Through practical 'hands on' learning experiences, we strive to equip children with a love of learning and a natural curiosity. We are committed to giving our pupils the best possible start to their school life, teaching them skills that ensure good wellbeing and every opportunity for success in the future.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, the Early Years Foundation Stage consists of Nursery and Reception. Our standard admission number is 60 per year group. Children enter Nursery in the September after their 3rd birthday. If we have spaces available a second admission group may start in January. Children attend five three-hour sessions either morning or afternoon each week. In Reception, all children join us, full time, after a period of staggered entry for the first one to two weeks dependant on their prior experiences.

At Aintree Davenhill Primary School, we believe that our Foundation Stage children should have enjoyable and satisfying early experiences. It is these experiences that affect their attitude to learning, and therefore create the basis for their later learning throughout school and beyond.

The Early Years Foundation Stage is based upon four themes (EYFS Statutory Framework 2021)

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

This policy explains how our practice is underpinned by these four themes.

Early Years Foundation Stage Implementation

A Unique Child

At Aintree Davenhill Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion: We value the diversity of individuals within the school. All children at Aintree Davenhill Primary School are treated fairly, regardless of race, gender, religion or abilities. All children and their families are

valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. 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.

We meet the needs of all our children by:

- 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 wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support, as necessary.

Welfare: It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. At Aintree Davenhill Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Aintree Davenhill Primary School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Aintree Davenhill Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners: We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education by:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open-door policy for parents with any queries.
- Regularly sharing the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Celebrating each child's successes and achievements in and out of school (Weekly Certificates, Star Moments and Class Dojo Portfolios).
- Inviting parents to shared learning sessions each half term.
- Offering a parent consultation evening each school year.
- Sending home an autumn term review, interim and end of year reports on each child's attainment and progress at the beginning, midway and at the end of both Nursery and Reception.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.
- Keeping parents updated with weekly 'Learning and Home' leaflets and regular posts on Class Dojo.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have strong links with our feeder Pre-schools and Nurseries. The Foundation Stage staff meets with providers to discuss each individual child and their transition process into school.

Enabling Environments

At Aintree Davenhill Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning: EYFS staff use observations and interactions with children as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning.

Our observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children lead the short-term activity planning on a day-to-day basis. This fostering of the children's interests develops a high level of motivation for the children's learning.

The Planning objectives within the Foundation Stage are taken from the 'Development Matters Non-Statutory Curriculum Guidance' for the Early Years Foundation Stage.

At the beginning of Reception, we use the statutory 'Reception Baseline Assessment' alongside teacher assessments and observations of the children. Throughout the year we make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded onto the Early Years Foundation Stage

Profile. Each child's level of development is recorded against the 17 Early Learning Goals. We also consider how the children learn against the effective characteristics of learning statements.

We use a range of methods to record on-going observations and achievements of the children. These observations include notes, physical pieces of learning produced by the children, photographs and video clips. Examples of children's learning is also printed out and put into the children's learning journeys. Each child's voice about their learning is communicated during their time in EYFS through their learning journeys. We use class Dojo to share regular updates with parents of their child's learning.

The Learning Environment: The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, be creative, be investigative, etc. The Foundation Stage has its own outdoor areas. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

Areas of Learning: There are seven areas of learning and development that must shape educational provision in early years' settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The Prime Areas are: Personal, Social and Emotional Development, Communication and Language, and Physical Development. Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. The Specific Areas are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

Characteristics of Effective Learning:

Active Learning: Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically: Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Playing and Exploring: We deliver learning for all the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. Our children have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Features of effective teaching and learning in the EYFS include:

- A strong partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have knowledge of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social, and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities, and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.

Transition into Key Stage 1: We aim to make the transition from the Foundation Stage to Key Stage 1 as smooth as possible. Children visit their new classrooms and work with the staff in Year 1 on regular occasions leading up to the end of the Summer Term. The Reception and Year 1 staff work together to plan the final weeks of the Summer Term in Reception and the initial weeks of the Autumn Term in Year 1. The provision is carefully planned and matched to the children's needs to allow them to continue to make progress. The Reception and Year 1 Staff liaise closely to ensure everyone has the knowledge and understanding of each child's progress, ability and needs.

Early Years Foundation Stage Impact

- Our children are confident, resilient, self-assured learners that are not afraid to try out new things or make mistakes.
- Our children's progress is at least good or better from their individual starting points.
- Learning Journeys celebrate and demonstrate every child's individual 'learning journey' across the curriculum from the beginning to the end of Nursery and / or Reception.
- Staff members make formative assessments which inform in the moment and future planning to ensure that all pupils build on their current knowledge and skills at a good pace.
- Judgements are moderated both in school and externally with local schools to ensure accurate and considered decisions.
- Children are equipped to transition into and on from the Early Years Foundation Stage Curriculum.
- Parents are valued and regularly contribute to their child's learning and development in school and at home.

Monitoring and Evaluation

It is the responsibility of the staff delivering the EYFS to follow the principles stated in this policy.

All staff working as part of the EYFS will contribute to the Self-Evaluation process alongside the Assistant Head for EYFS & KS1 who will feedback to the Senior Leadership Team.

The Senior Leadership Team will carry out monitoring of the EYFS as part of the whole school monitoring schedule through:

- Observation of lessons – feedback to teachers
- Monitoring the planning of the EYFS curriculum
- Looking at learning in the children's books and looking at learning that is saved online in the children's online portfolios
- Curricular targets and targets set for the school
- Resources being used
- Courses and inset attended by staff
- Evaluation of the EYFS action plan for the SIP
- Talking to pupils and staff

The Assistant Head for EYFS & KS1 uses information gathered from the above points along with knowledge of National and LA initiatives to develop the action plan for EYFS for the School Improvement Plan.