

Callow End CE Primary School



Early years Foundation Stage Policy

Last reviewed: September 2025

Next review due by: September 2027

At Callow End we provide a caring environment where everyone works together to build a firm foundation for love and learning. As a foundation for love we provide a welcoming, safe and supportive environment in which the qualities and abilities of all our pupils are nurtured and celebrated. We use our school's Christian values to guide us, sharing an ethos of love and respect, treating everyone in the way that we would like to be treated. We strive to celebrate differences both in our school community and around the world through our teaching, learning and shared life with our Church.

As a foundation for learning, we promote excellence, providing an inspirational curriculum which enables all pupils to aspire, achieve and flourish. We want our children to have positive emotional and mental health, and an understanding of their place in the wider world.

All our policies are written to reflect and support this vision.

Our Early Years Foundation Stage policy describes the framework upon which the practice and philosophy of the Early Years at Callow End CE Primary School is based. This policy works in conjunction with the whole school policies of Callow End CE Primary School.

Our philosophy

At the heart of the Early Years Foundation Stage at Callow End CE Primary School are our children! We value each individual and their personalised learning journey. We recognise that to enable our learners to fulfill their potential we must begin with each child's unique starting point and then inspire, challenge and support their learning, laying firm foundations for all future learning to build upon.

At Callow End CE Primary School, we have high expectations. We value play and first-hand experience and design our creative curriculum around the needs and interests of our young learners to ensure that learning and teaching are purposeful, meaningful and memorable. We recognise our role in enabling our learners to develop emotionally, socially, physically, creatively, and intellectually and strive to provide a nurturing and exciting environment for learning which builds confidence, independence and curiosity.

Our Aims and Principles

We believe that the development of the whole child is crucial and that our provision underpins future attitudes towards learning. At Callow End CE Primary School we strive to:

- Provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- Ensure that all children feel valued and respected.
- Develop warm and secure relationships between children and adults.
- Provide a high quality curriculum in line with the Early Years Foundation Stage document
- Support children in becoming aware of moral and social values and responsibilities.
- Encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- Encourage children to become self-motivated, confident and independent learners with a positive attitude to learning and self-discipline.
- Value the cultural diversity within our school, community and the wider world.
- Foster positive home school links and share a common sense of purpose with parents.

Our Early Years Foundation Stage Curriculum

High quality learning and teaching within the Callow End CE Primary School ensures that:

- Our children are at the centre of decisions about the curriculum.
- The curriculum reflects the way that young children learn, through purposeful and well-planned play and first-hand experiences.
- We take account of children's previous learning and experiences and ensure that next steps in learning build upon these.
- The curriculum is planned to ensure continuity and progression in the development of key skills.
- The environment, both indoors and outdoors, is well planned and well resourced to promote independence.
- Children's learning is not compartmentalised into subjects, but enables them to make links throughout all areas of learning.
- Practitioners work in partnership with parents and colleagues.
- Practitioners have high expectations of all children
- Practitioners understand how children learn and the developmental stages of growth and learning.
- Children enjoy learning.

Our creative curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage. (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within 7 main curriculum areas;

1. Building Relationships
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Planning for learning and teaching also reflects characteristics of effective learning which are essential for children's development. These are:

1. Playing and Exploring – Engagement
2. Active Learning – Motivation
3. Creating and Thinking Critically - Thinking

Assessment

We believe that assessment is a key element in the success of a child's learning journey and thus is a crucial part of the planning and learning cycle. Staff use Early Years Outcomes both formatively and summatively to identify what children know and can do and what needs to be done next in order to move their learning forward. Staff use observations of children's learning to support the judgments they make and plan next steps for each child. Observations are carried out in both planned and spontaneous contexts.

Assessing against the Early Learning Goals

At Callow End Pre-School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Organisation

At Callow End CE Primary School, we operate an Early Years unit, which consists of up to 15 reception children and up to 16 pre-school children per session. Within this unit, there is a class teacher, a full-time Level 3 teaching assistant and two level 2 teaching assistants. The Early Years unit is housed within the main school building, with a large indoor space. This area can be separated into two indoor classrooms when Reception and Pre-School are learning separately or can be opened up to allow free-flow. There is also an adjoining outdoor learning environment, including a garden.

The style of learning and teaching and organisation of the curriculum changes in line with the development needs and interests of the current cohort and in line with recent educational developments. Staff plan for focus learning and child-initiated opportunities and organise free flow provision on occasions throughout the week.

The Learning Environment

The Early Years Foundation Stage learning environment at Callow End CE Primary School is designed around the developing needs of the children. The free flow arrangements enable children to make choices in the context for their learning and the environment is adapted so to enable staff to respond to developing interests and themes.

Areas for learning within each classroom are demarcated to support children in making choices. Resources are freely accessible and clearly labelled to enable children to develop independence skills. Display spaces are interactive to support children in consolidating their learning and are used to celebrate achievements, inspire and support.

The Indoor Environment comprises of:

Writing area, book corner, i-pads and interactive whiteboard, creative area, messy mark-making area, small world area, maths area, malleable area, role play areas etc

The Outdoor Environment comprises of:

Sand / water trays, large construction area, resource storage shed, raised decking areas, a mud kitchen and opportunities for mark-making. In addition to this, the outdoor area benefits from a safe play surface which is mainly used to support children's physical development.

Transitions

Establishing smooth and successful transitions into and out of the Early Years Foundation Stage is fundamental at Callow End CE Primary School. Successful transitions are facilitated by:

- Induction Meetings – parents /carers and school staff
- Providing induction information booklets to Reception parents and carers
- Home Visits – Upon entry to the Early Years (Reception class)
- Stay and Play sessions – families and children becoming familiar with the Reception setting during the summer prior to starting in Reception.
- Liaison with outside agencies and previous settings
- Staff working upon Nursery and Early Years outcomes/ planning
- Taster sessions with forthcoming year group, children and staff, new setting etc

Role of the EYFS Leader

It is the role of the EYFS Leader, under the guidance of the Head Teacher: -

- To oversee and support the delivery of Early Years Foundation Stage Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery of the Early Years Foundation Stage curriculum.
- To keep abreast of developments within Early Years and carry out INSET when required.
- To analyse assessment data to inform learning and teaching within the Early Years
- Identify key areas for development – implement annual action plans, reviewing and evaluating progress and developments
- To attend DOWMAT training, moderation and EYFS meetings.

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:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over in pre-school:
 - o Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
 - o Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We have at least 1 person with a current paediatric first aid (PFA) certificate in Early Years at all times, including during snack and mealtimes, and available at any time when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

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