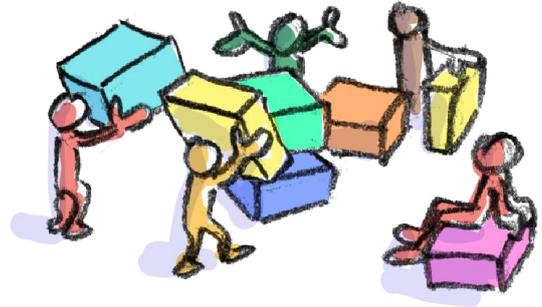


## Context

Within St Ebbe's Early Years Foundation Stage (EYFS), we teach through a play-based curriculum, providing a rich learning environment designed to nurture and pique children's innate curiosities. We celebrate success, learn from failure, encourage independence and value every child as an individual. Our priority is to create a fun, motivating and happy environment which enables all children to thrive.

Our Early Years Policy is based on the following principles:

1. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
2. Communication and language is a key skill for all children and is prioritised in planning
3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.
5. What children can do (rather than what they cannot do) is the starting point of a child's education.
6. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking) develop and emerge when conditions are favourable.
7. Relationships with other people (both adults and children) are of central importance in a child's life.
8. Planning is in line with our school approach to the curriculum



## Policy

In the EYFS at St Ebbe's we seek to provide each pupil with the best possible start to their school career.

Staff will:

- Treat all pupils as individuals
- Seek to understand and stimulate what motivates each individual child and what their interests are
- Speak kindly and respectfully to each child so that children feel happy and know that they are valued
- Assign a key person to each child
- Teach pupils how to express their needs, wants and feelings
- Develop pupils' understanding of social skills and positive behaviour expectations through every opportunity (e.g. rolling snack (supervised) and minimising the use of screen time)
- Provide quality, play-based learning experiences which use and stimulate the interests and curiosities of pupils in order to foster motivation to explore and learn

- Focus on high-quality interactions during play by asking high-quality questions
- Use observations to shape future planning for the class and individuals
- Develop and encourage independence and choice-making skills as appropriate to each pupil
- Teach children that mistakes are a part of learning and praise effort rather than task completion
- Provide a broad, balanced, relevant and creative curriculum in line with our whole school approach
- Provide equitable learning and development opportunities for all pupils
- Create trusting partnerships with parents to support and enhance the development of pupils.

## Assessment

- Collect assessment information which informs planning and is meaningful, manageable and motivating
- Use the 'Early Learning Goals' at the end of the year not as drivers of the curriculum
- Submit EYFSP judgements (Early Years Foundation Stage Profile) data to the Local Authority at the end of the year
- Moderate EYFSP judgements within school and with partnership schools
- Engage with the Oxfordshire Wellcomm App?

## Parents and Carers will be requested to:

- Add observations at home to the Tapestry Learning Journal
- Engage in respectful and positive discussions with staff about their child's learning
- Bring any questions or concerns immediately to the attention of the class teacher
- Remain positive about school in the presence of their child to maintain trust between the child and school.

## How will we know it's working?

Baseline to end of year assessment will show good progress.

End of year EYFS profile assessments are at or above national average.

Parent feedback – surveys and informal conversations.

Observations shared by staff and parents/carers in Tapestry Learning Journal.

## For more information ...

- [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Development Matters - non-statutory curriculum guidance for EYFS \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Growth Mindset Research – Carol Dweck](#)
- [Neuroscience and Learning Through Play](#)

# Early Years



- [What's in the app? :: 50 Things To Do Before You're Five](#)
- [WellComm - GL Assessment \(gl-assessment.co.uk\)](#) Oxfordshire launching Jan 2022