



Attleborough Primary School

EYFS Learning Policy

Date: March 2024

Review: March 2025



Aims and objectives

We believe that our children are the heart of our school and that our school is a fun and inspirational place to be. At Attleborough Primary School, we are committed to ensuring that learning is at the heart of everything we do and we ensure that effective learning opportunities are developed through a love of learning by everyone in our school.

Every child deserves the best possible start in life and the support that enables them to reach their full potential. Children develop and learn in different ways and at different rates. In the Foundation Stage, children learn best through play based activities and first hand experiences. Throughout the day, and especially when learning through self-initiated activities, the children are observed and their achievements recorded in their books, class floorbooks and online learning journals.

We aim to inspire our children to grow into confident, independent, motivated and kind individuals who are prepared for education and life beyond Primary School. We want our children to reach their full potential through experiencing life in a caring and positive environment.

Characteristics of effective learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They 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.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need 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 - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions.

Learning Environment

The importance we attach to an exciting, stimulating learning environment, both indoors and outdoors, is reflective of the ethos of our school and its aims and values. A stimulating environment sets the climate for learning and will include:

- Opportunities for creative exploration and expression
- Opportunities for investigation, experimentation and discovery
- A mix of small focused groups, individual and whole class learning
- A mix of independent, child-led, co-operative and adult supported learning
- Well organised areas, with interactive displays.
- A variety of easily accessible resources to encourage independence and self-initiated learning.
- The opportunity for free flow learning and the choice of indoor or outdoor learning

- Celebration of children's achievements through displays of work and assemblies– both self-initiated and structured

Through play and in the right learning environment, our children will:

- Explore, develop and represent learning experiences helping them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Planning

The Early Learning Goals (2021) provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters 2021, non-statutory curriculum guidance for the early year's foundation stage.

Phonics and reading teaching follows the DfES accredited scheme, 'Little Wandle Letters and Sounds', whilst maths teaching follows 'White Rose' scheme. Other areas of the curriculum address the needs, achievement and interest of the children, which ensuring that all children are given the chance to reach their full potential, working towards and meeting the ELGs.

Observations and Assessment

EYFS staff use observations as the basis for assessments and next steps for learning. Staff are skilled at observing children to identify their achievements, interests and next steps. Relevant and significant observations are recorded in the children's online Learning Journals, class floorbooks or in individual books, with photos, notes made by an adult and children's work.

EYFS Profile

Throughout the year, evidence will be gathered as part of a learning profile for each individual child. The learning profile provides a reliable and accurate assessment file at the end of the academic year. This profile will be used to;

- Inform parents of children's development against Early Learning Goals (2021) and the Characteristics of Effective Learning.
- Support transition from reception to year.
- Help support teachers to plan according to individual's needs.

Evidence for profiles will be gathered on a daily basis and will include a range of both summative and formative assessments. Parents contributions are also taken very seriously and will be used within children's profiles when available.

When assessing a child's ability, teachers will make judgements which will include;

- Knowledge of the individual
- Photographs, videos and children's work
- Observations of day to day interactions
- Information from parents and works completed at home.

Parental Involvement

School alone only provides a small window of each child's abilities and for this reason, we believe it is vitally important to involve parents in their child's education wherever possible. At Attleborough Primary school, we encourage all parents to take an active role in their child's education, both at school and at home. Parents are invited into school on a regular basis, to work with their children and to chat with our approachable teachers. Parents are given opportunities to inform teachers of their child's successes via Tapestry or informal conversations. Parents are able to contact teachers via telephone or email and are encouraged to share their children's successes with staff in the early year's settings.

A high quality early years' experience provides a firm foundation on which to build future academic, social and emotional success. We strive to deliver a curriculum that is challenging, fires the enthusiasm, enriches and constantly expands children's knowledge, skills and understanding. We are excited about learning and we hope our children are inspired to learn too.