

Policy: Early Years Foundation Stage Policy

Date: January 2020

Review date: January 2023

Authorised by: Governing Body

Updated by: EYFS Lead

Building foundations for a love of life, a love of learning and a love of one another.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close working partnership between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS

At Upton St Leonards C of E Primary School we have 2 Reception classes, each containing 30 children. Our school has several feeder pre-school settings, although a large number of our children come from Chipmunks nursery and the playgroup within the village of Upton St Leonards. Each Reception class has a class teacher and a full time teaching assistant to support children's learning.

Our Principles

At Upton St Leonards C of E Primary School we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances. Our curriculum includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings. It ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live.

The Statutory Framework for the early years foundation stage states 4 guiding principles which should shape practice in the early years. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children can be strong and independent through positive relationships;
- children can learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (Statutory framework, March 2014)

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Characteristics of Effective Learning are the ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically. These underpin learning and development across all areas and support the child to remain an effective and motivated learner

Planning

Staff plan interesting and stimulating activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners plan with a strong focus on the 3 prime areas in the first term. This focus broadens from the second term onwards to ensure even coverage of all curricular areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Both the indoor and outdoor learning environments are seen as being of equal importance.

In the summer terms staff adapt planning to incorporate aspects of the Year 1 curriculum in order to ensure readiness for Year 1.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. A variety of groupings are used, including whole class teaching, small group work, partner work and independent learning. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are expected to learn independence skills from their first day in school so that they can become confident, independent learners. Opportunities for independence are also facilitated in all areas of the setting as we encourage children to undertake their own child-initiated learning with free access to equipment and resources.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led, and whole class activities to help children prepare for more formal whole class learning, ready for year 1.

Assessment

At Upton St Leonards C of E Primary School, ongoing assessment is an integral part of the learning and development processes. Staff undertake baseline assessments during the pupils first term in school. This assessment information informs planning and enables staff to identify priorities for the cohort. Staff observe pupils regularly to identify their level of achievement, interests and learning styles. These observations can be informal 'off the cuff' written and photographic observations of individuals or groups of children during their child-initiated learning. Others are planned specifically by teachers to focus on particular Development Matters statements or Early Learning Goals, and are used to shape future planning. Each child has a Learning Journey, which is a 'scrap book' record of their achievements in school and in which practitioners include observations shared by parents and/or carers, as well as pupil voice. Our assessment information is entered into an assessment tracker called Insight, which allows us to track progress and analyse our data and informs teaching and learning.

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

We ensure our EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors, e.g. parents, teaching assistants, teachers
- moderation across the EYFS team
- moderation with other schools during cluster meetings

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We undertake home visits at the beginning of the autumn term in order to develop good relationships with children and their families.

Parents and/or carers are kept up to date with their child's progress and development throughout the year. Staff invite parents into class regularly to share their child's learning journey and opportunity is given for them to make their own contribution to this. There are 3 opportunities for staff to meet parents at parents evenings throughout the year. Staff also encourage parents to speak informally at any time, for example, where there are questions or concerns about a child's progress or development.

Each child has a class teacher (key person) and teaching assistant, who help to ensure that their learning and care is tailored to meet their needs. These staff support parents and/or carers in guiding their child's development at home. Staff also help families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding (Child Protection) Policy.

Monitoring arrangements

This policy will be reviewed and approved by the EYFS every 3 years. At every review, the policy will be shared with the Governing Board.

List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding (Child Protection) Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Administration of Medicines Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding (Child Protection) Policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding (Child Protection) Policy
Procedure for dealing with concerns and complaints	See Complaints Policy and Vexatious Complaints Policy
Transitions: from pre-school to Reception/Reception to Year 1	See Transition Policy