



Policy for Early Years Foundation Stage



LEWANNICK CP SCHOOL

VERSION CONTROL SHEET

POLICY NAME: EYFS Policy

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Mission Statement:

To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safeguarded, this policy is included under the safeguarding umbrella.

See also:

Teaching and Learning Policy

Assessment Policy

Safeguarding and Child Protection Policy

Behaviour policy

Complaints policy

SEN policy



What is the Early Years Foundation Stage?

This begins when the child reaches the age of three and continues until the end of the reception year. It is a crucial stage in education, both in its own right and in preparing children for learning in Key Stage 1. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Foundation Stage.

Our Aims:

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

The EYFS curriculum

Our core reference document is the Statutory Framework for the Early Years Foundation Stage (EYFS) 2012. We also use Development Matters in the Early Years Foundation Stage (EYFS) 2012. This is a non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS.

The Early Years Foundation Stage is based around four Key Themes, three Prime areas of Learning and Four Specific Areas of Learning



The themes:

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

Each theme is linked to an important principle:

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

- The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

- Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The three prime areas are:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas are:

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

The EYFS curriculum provides the basis for continuity of experience by clearly established links with the programmes of study for KS1.

Within these areas of learning, the early learning goals establish expectations for most children to reach by the end of the Early Years Foundation Stage. Some children in our school will exceed these goals and others will still be working towards them as they enter Year 1.



The areas of learning provide a basis for our planning and provision. However, we know that children's learning is not divided into distinct areas. Often, one experience helps a child to develop a range of new skills and concepts across several areas of learning.

'A child's future choices, attainment, wellbeing, happiness and resilience are profoundly affected by the quality of guidance, love and care they receive during their first years' (Dame Clare Tickell, 2011)

Within the Statutory Framework for the Early Years Foundation Stage (EYFS) 2012, there is a commitment to the following:

The Characteristics of Effective Learning

Playing and exploring

- *finding out and exploring*
- *playing with what they know*
- *being willing to have a go*

Active learning

- *being involved and concentrating*
- *keeping on trying*
- *enjoying achieving what they set out to do*

Creating and thinking critically

- *having their own ideas*
- *making links*
- *choosing ways to do things and finding new ways*

Children's engagement when learning, in relation to the above, form part of the statutory assessment of the EYFS profile. Part of our daily practice in the EYFS setting, is to reflect on ways in which children learn and the ways in which we can facilitate this.

Staffing

Our EYFS class is taught by 2 part-time class teachers, both with a BEd in Primary education and experience as an Early Years practitioner. In addition, the class has two part-time Higher Level Teaching Assistants, who job share this supporting role. Both HLTAs have many years of experience working in EYFS and KS1. We also welcome parental support in the classroom and on trips and visits, which are planned regularly.

We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all staff working in the EYFS, attend courses and training as part of our school's Continued Professional Development Programme.



Resources

We audit our resources annually to ensure that they are:-

- adequate to match the needs of the children
- in a safe and clean condition for use
- appropriate for all areas of learning

Our resources include the following:-

- quality books housed and displayed in an attractive, comfortable book corner
- sand and water with a variety of equipment
- mathematical equipment
- investigative, explorative and technological equipment
- materials for imaginative play including equipment for different role play areas
- a variety of papers and tools/implements to make marks and write
- a variety of creative media such as paint, clay, wood and junk materials
- construction equipment and packs
- cooking equipment
- growing and living things
- small world toys
- malleable resources
- outdoor learning resources and equipment, for example, bikes, gardening tools, large construction.

Planning

We plan learning experiences from the children's interests and believe they should play an active role in generating ideas for the curriculum. The children will be given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They will practice and build up ideas, and learn how to control themselves and understand the need for rules. They will have opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.

The long-term rolling programme is displayed on the school website and half-termly mind-maps based on the children's ideas are sent home and displayed on the site. Fox class has plans for continuous provision inside and outside. We therefore ensure that children have plenty of opportunities to learn through play. We use the classroom and our outdoor area to enable children to access both planned, structured play activities and self-initiated, spontaneous play activities. The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning. Weekly plans based on all prime and specific areas are displayed on the noticeboard in the classroom. The Literacy and Mathematics plans focus on whole-class teaching, adult directed tasks and self-initiated



learning opportunities that the children participate in. The continuous provision plan ensures each area of learning is well resourced and equipped for the children to learn, practise, transfer and develop skills. A weekly focus support plan is written and displayed on the noticeboard, detailing specific group and 1:1 activities for pupils.

All levels of planning will take place collaboratively between teachers, children and other staff involved in EYFS. The medium-term plans include learning objectives from all areas of learning. Weekly plans are written based on observations and subsequent 'next steps'. Planning is flexible and adapted continuously, to ensure we meet the current needs of the learner. A class timetable is on display on the class noticeboard, detailing activities taking place each day.

* see appendix 1

Assessment

The school uses the electronic tracking system iTrack, to record summative assessment. Children entering school are observed during their first weeks, to provide baseline information. This is then used to complete the Early Excellence Baseline assessment and the iTrack baseline tracking. Monitoring of each child will take place through daily and planned observations, discussions, photographs and record keeping and planned assessment. All self – initiated activities are collected and collated in each child's Learning Journey, which parents are encouraged to contribute to. The Early Years Foundation Stage Profile is updated at the end of each half-term. At the end of the year, the EYFS profile results are sent to the Local Authority (Cornwall Council). An end of year a report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents. The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so, before they can access the KS1 curriculum.

Assessment through Observation

Children give indications of their learning all of the time in their everyday activities. It is primarily by observing children that judgements are made, to inform records and planning. Specific time for planned observations is allocated each week, which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child or on one of the targets from the Early Years Foundation Stage Profile. These observations are recorded in a variety of ways e.g. photographs, post its, annotations on work and longer observation sheets. Observations should identify 'next steps' for learning and inform planning.



Transition

Starting school can be a daunting prospect for both children and parents. Making the transition from pre-school settings needs to ensure that everyone feels ready for the next stage of learning. We aim to make this transition as easy and comfortable as possible for all involved and we have an extensive transition programme in place to ensure the best start for our pupils. The school has very close links with the on-site pre-school and regular meetings take place through the year between the EYFS teacher and pre-school manager. Transition meetings with associated settings begin in the summer term, children visit their new setting and meet staff and other children to ensure they become comfortable with their new environment. The EYFS teacher meets with each child's 'key person', to discuss transition. The EYFS teacher visits new pupils and parents in their home setting and holds a welcome meeting in the classroom.

A 'starting school' booklet is given out and displayed on the school's website. In addition, a 'Learning Together' programme commences in June for new parents and pupils to attend. An early parent consultation takes place in the autumn term to ensure the pupils have settled well into school. Other pre-school links include:

- EYFS teacher visits pre-school to observe/meet children in their current setting
- EYFS teacher and pre-school leader collaborate on summative assessments
- Shared resources
- Shared playtimes
- Shared CPD and training opportunities
- Informal social occasions, fund raising etc.
- Year 5 reading partners
- Head teacher's story time (weekly)

Admissions

Our school follows the Cornwall Council admissions policy. A poster detailing the admissions procedure is displayed in pre-school and on the school noticeboard, in the September **before** their child is due to start school. Children on our school database will be issued a booklet about the admission applications procedure.

Partnership with Parents/Carers

We firmly believe that "*parents are children's first and most enduring educators.*"
(QCA Guidance)

To this end, we work hard to promote a successful partnership, with a two-way flow of knowledge, information and expertise. An overview of formal/in-formal meetings is summarised below:

- Home visits are offered to all new pupils and parents and the school's Starting School booklet and admission pack is presented – **May**



- Meeting between EYFS teacher and each child's 'key person', in the child's pre-school setting – **June**
- Learning Together programme – an opportunity for new pupils and parents to attend arranged learning sessions in Fox class - **May/June/July**
- In class sessions for new pupils with current Reception pupils – **May/June/July**
- Meet the teacher meeting for all new parents - **July**
- A phonics meeting to inform parents how phonics is taught and how they can support their child at home – **July**
- A numeracy workshop to inform parents how mathematical concepts and skills are taught and how they can support their child at home - **September**
- Parent/carer consultation to discuss progress and Foundation Stage Profile Achievements – **October and February**
- Written school report sent home to parents – **July**
- A reading meeting to inform parents how reading is taught and how they can support their child at home - **July**

Other opportunities for parents/carers to come into school:

- Voluntary support for specific activities
- Social events, e.g. Christmas Fair
- Class assemblies

Information is continuously updated and available through weekly newsletters, noticeboards and the school's website.

Further, more specific information about the role of parents/carers is detailed in the school's Starting School booklet.

Equal Opportunities

In line with the school's Equal Opportunities policy, no child in the EYFS class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

We provide a safe and supportive learning environment at our school, where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs. In particular, we plan carefully to meet the needs of:

- boys and girls
- children with special educational needs
- children with disabilities
- children from all social, cultural and religious backgrounds
- children of different ethnic groups including Travellers and refugees
- children from diverse linguistic backgrounds.



In addition, we select our resources, equipment and materials thoughtfully, choosing those which positively reflect diversity and are free from discrimination and stereotyping.

Accommodation

We review our accommodation annually to ensure that it meets statutory requirements.

Monitoring and Evaluation

This policy is monitored on an annual basis by:
Headteacher, EYFS Leader and EYFS Governor
Review date: Annually
Approved by board of governors



Appendix 1

The areas of learning and development support, foster, promote and develop children's development:

Prime Areas

1. **Personal, Social and Emotional Development** – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. Involves making relationships, developing self-confidence and self-awareness and managing own feelings and behaviour.
2. **Physical Development** – Developing skills involved with moving and handling. Will improve co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being, and knowledge of health and self-care.
3. **Communication and Language** - Children will develop confidence in listening and attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. **Literacy** – Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which can be read by themselves and others.
2. **Mathematics** – Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.
3. **Understanding the World** – Knowledge of people and communities, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.
4. **Expressive Arts and Design** – Exploring and using media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.