



Early Years
foundation stage
policy
Sept 2019



'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. In our school we have one nursery class and two full-time reception classes. In the nursery we offer sessional or full time places and we are now offering the 30 hour funded places for eligible families. Children are offered a place following their third birthday. In Nursery there is one full-time teacher and one full-time teaching assistant. Each reception class has a full time teacher and a full-time teaching assistant. To ensure best practice and continuity our foundation stage, classes work closely together and share planning, activities and an outdoor learning environment.

Vision Statement

In the Early Years at Anns Grove Primary School we believe that all children are unique individuals. We provide children with a safe, secure and nurturing environment where all children can flourish.

We celebrate our rich, diverse community and pride ourselves on listening to children and those who care for them. This helps us to personalise each child's learning.

We value early acquisition of speaking and listening, literacy and maths skills and believe that learning should be fun and we strongly value the importance of 'playing with a purpose' facilitated by our engaging indoor and outdoor learning environment. We understand the importance of practical learning experiences and strive to equip children with a love of learning and a natural curiosity. We believe this develops children's thinking and problem solving skills and independent learning strategies.

We are committed to giving our children the best possible start to their school life, which will ensure success in the future.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

Throughout EYFS, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment methods including ongoing and more formalised observations.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

We follow the curriculum as outlined in the 2017 Early Years Foundation Stage (EYFS) document, which is available on the school website and we use Development matters 2012 as a resource to implement the statutory guidance- learning and development to support observations, assessment and planning within the Early Years.

More information on this curriculum is available in a parent friendly handbook and can be found online at:

<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parentsguide/>

The EYFS is based on 4 principles

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

A Unique Child

Our early-years curriculum reflects these by:

- building on what our children already know and can do;
- ensuring that no child is excluded or disadvantaged;
- offering a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- providing a rich and stimulating environment;
- acknowledging the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

Unique child

We recognise that each child is an individual who develops at their own rates and by our flexible approach to planning and assessment, called 'planning in the moment' we will enhance each child to reach their development. This encourages children to develop a positive attitude to learning and ensures that next steps are acted upon at that point in time. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships

Children learn through building positive relationships with each other and the adults in our setting. We endeavour to develop caring, respectful and professional relationships with the children and their families.

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make.

We do this by:

- Talking to parents/carers about their child before their child starts in our school.
- Offering to visit all children in home/pre-school setting prior to their child starts school.
- Offering parents/carers regular opportunities to talk about their child's progress in our Nursery and Reception classes and allowing regular access to the children's profiles.
- Encouraging parents to talk to the child's teacher if there are any concerns. Formal meetings are also organised termly and parents receive a formal report on their child's attainment and progress at the end of the school year.
- Arranging a range of activities throughout the year that encourages collaboration between child, school and parents/carers: open days, workshops, sports day, stay and play sessions etc.
- Encouraging parents to complete holiday new sheets and WOW slips in an attempt to record children's achievements out of school.
- Providing space in the children's profiles for parents to leave comments relating to the children's achievements.
- Providing children in reception with a 'Home learning book', where a weekly home work task will be given weekly to be completed at home on top of any daily reading.

Enabling environments

Our Reception and Nursery classes are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc. Continuous provision is available in each area with

enhancements planned when and where appropriate to facilitate children's interest, needs etc. We provide a well-resourced and rich provision where children are able to access and pursue their own interests. The main provision will stay the same throughout the year and this enables children to become confident to; expand their own ideas, transfer skills and ideas, embedding and securing development.

Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand, water, climbing and balancing equipment, bikes, writing opportunities, mud kitchen, loose parts area, music area, role play and gross motor play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant. All areas can be explored outside.

Learning and development

There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

The Reception day follows a routine to encourage the children's independent learning skills. It combines class based RWI phonics, maths teaching, daily story time, other carpet spots that cover teaching within the other curriculum areas, free flow

opportunities outside and inside using continuous provision and enhancements with children following and revisiting their own interests.

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'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- 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.

Planning

At Anns Grove we believe good planning is the key to making children's learning effective, exciting, varied and progressive. We teach using a text/vocabulary led planned curriculum and use the development matters (DFE2014) to identify next steps for each child to deepen, challenge and extend their learning.

During weekly planning sessions, discussions take place to ensure activities allow for the characteristics of effective learning to be demonstrated and embedded. Our planning builds on and extends what children know and can do. It shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.

Child-initiated activities may be instigated when the child brings something to the setting, this might lead to the provision of resources, stories, pictures to support this interest.

There are three stages of planning the curriculum:

- **Long Term Planning:** We have created a framework, which gives structure and coherence to the curriculum. Themes are planned for each of the six terms and the early learning goals and educational programmes are distributed over the terms, to determine broad and balanced coverage.
- **Medium Term Planning:** We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for real life contexts and the local learning (cultural capital opportunities). Learning objectives; including knowledge and skills to be taught, assessment opportunities, and activities and experiences for each area of learning and development are identified.
- **Short Term Planning:** We identify specific learning objectives and knowledge and skills to be taught and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day by day basis.

Assessment

Formative assessment:

On-going formative assessment is at the heart of our effective early years practice. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment data is recorded by the teachers in Reception and Nursery and stored in learning journals, these books contain a wide range of evidence that parents can access throughout the year such as; work samples, photographic evidence, planning in the moment sheets and incidental observations. However there is no set amount that is collated as many of the information we gather about children is through practitioner knowledge of playing, spending and talking to children daily and we only record examples of key learning and not excessive amounts.

During the first term, the teacher assesses the ability of each child using observations and activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. This first /baseline assessment also takes into account any other records we receive from previous pre-school settings, parents and childminders. Just under half of our children have attended our nursery, so we do assign the first three weeks as an opportunity to get to know the children and carry out informal assessments and observations to start with a clear baseline for all pupils. After the initial baseline overall assessments are collected at the end of the term to check progress and attainment of pupils. This data will then help support pupil progress meetings that happen termly to adjust planning and plan groupings/interventions for the following half term.

Summative assessment:

At the end of the Reception year the EYFS profile is completed which provides information of a child's knowledge, understanding and progress. The profile reflects the ongoing observations and assessments which have been made during the year. Evaluations are made and a 'best fit' judgement is given for each child over 7 areas of learning. Each child will be assessed as either 'meeting expected levels', 'exceeding expected levels' or not yet reaching expected levels 'emerging'.

We ensure our end of 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, outside agencies (e.g. speech and Language therapists) and any other relevant adults
- Moderation with other school
- LEA moderation training sessions

The Foundation team have weekly planning meetings to discuss each child and the ways we will adapt the provision to address their learning and any needs identified.

At the end of the final term of a pupil's Reception Year parents receive an annual written report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and developmental needs, and gives details of the child's general progress and strengths in terms of the characteristics of effective learning. We complete these in the Summer Term and send them to parents before the end of the school year.

Transitions

At Anns Grove we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

Nursery and Reception hold a meeting in the summer term before the children start school to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. In nursery and reception all parents are offered a home visit prior to their child starting school. This gives children the security of meeting with their teachers in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In the summer term reception children have the opportunity to meet with their teachers in their classroom on several occasions.

At the beginning of both reception and nursery there is a settling in period to allow children to become used to their new environment gradually.

At the end of reception, children have the opportunity to meet with their new teachers in their classrooms on at least two occasions prior to starting Year one. Reception teachers also plan for a more structured activities to be undertaken during the summer term, encouraging less dependence on adult support. The RWI approach to phonics and spelling is continued throughout Year 1 and 2. At the end of each school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data and an EYFS/Characteristics of Effective Learning overview is passed on to the Year 1 teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

During children's time in nursery and reception a range of shared activities are planned for all classes to help develop children's confidence and to ensure continuity in experiences throughout the foundation stage. Children in reception make use of the whole school facilities, such as the hall, ICT suite, library and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school. Throughout the reception year, when children are ready they are gradually introduced to whole school activities such as assembly times and using the playground.

Safeguarding and Welfare

When dealing with safeguarding at school, we take into regard the government's statutory guidance 'Working Together to Safeguard Children 2015', 'Prevent duty guidance for England and Wales 2015' and we also refer to the government's guidance 'Keeping Children Safe in Education'.

Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance.

Our designated safeguarding lead in school is: Sam Fearnough (Headteacher)

Our designated deputies are: Wendy Roberts (Learning Mentor), Sarah Webb (Assistant Headteacher), and Ann Farrar (Head of school).

In order to promote the health and wellbeing of all children we promote the safety and welfare of the children in our care by ensuring:

- Fresh drinking water is available on the premises at all times, parents are also encouraged to bring a water bottle to school every day for their child.
- Regular discussions are held with parent/carers to ensure that individual needs are met as appropriate.
- Children's dietary needs are discussed with parents and acted upon as appropriate.
- Fruit and milk are available during the session for children to access independently. School dinners are provided for free for all children in Reception and menus are sent termly for parents to see and choose from.
- We promote good health and prevent the spread of infection by taking appropriate action when children are ill by ensuring: a qualified paediatric first aider is accessible (all TA's in reception and nursery are trained and other staff members throughout school).
- We ensure that children are adequately supervised and ensure we have adequate staff to child ratios (as specified in statutory framework). Nursery works on a ratio of a maximum of 1:13 and reception classes works on a maximum ratio of 1:15. Staff are well trained and qualified, we have three teachers across the two classes and nursery and three Teaching Assistants that are Level 3 qualified.
- First aid boxes are available within each class and accidents and injuries are recorded in an accident book, parents are always spoken to and given a copy of the accident slip.
- Behaviour is managed effectively and appropriately based on children's individual needs and stage of development and in line with our behaviour policy.
- All adults who have access to children, or who look after children, are suitably vetted, trained and inducted. All staff attend up to date safeguarding training yearly to keep up to date.
- All toys and equipment is fit for purpose and safe for children to use.
- Fire and emergency evacuation procedure is in place with regular practice evacuations.
- Risk assessments are in place and updated regularly (at least once per year) and policies and procedures are in place for safe and efficient management of the setting.

For further detailed information please see the schools safeguarding policy.

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks before they start in Nursery.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

Monitoring and Review

The Senior Leadership Team monitor teaching and learning across the Foundation Stage throughout the year and analyse EYFS Profile data. There is also a specific EYFS governor who monitors EYFS across the year. This policy will be reviewed in September 2020.