



Early Years Foundation Stage Policy



Updated Jan 2020 – to be ratified FGB Feb 2020

Introduction

These guidelines set out the approach to the education of children in our Reception class. During the year, our children follow 'The Early Years Foundation Stage' (EYFS), the statutory framework 2014.

Legislation that the Framework refers to:

- The learning and development requirements are given legal force by an Order³ made under section 39(1)(a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by Regulations⁴ made under section 39(1)(b) of the Childcare Act 2006.

Our school aims to deliver the EYFS Framework ensuring that every child develops and makes progress to be happy, independent learners and improve their life outcomes.

We provide a safe and secure learning environment for children to explore and learn through play, whilst encouraging equality and inclusion.

There are four guiding principles of the EYFS Framework 2014:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children 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
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Teaching and Learning Practises

Children develop quickly during the EYFS from birth to five years; at their own rates and in their own ways. Provision in the Foundation Stage enables children to develop their personalities, talents and abilities, as well as their learning. Our Early Years classroom is set up to support each individual child's development pathway. A holistic approach to teaching is crucial in the Early Years with child-initiated play reinforcing the learning that takes place. There is to be a mix of adult- led activities and child-initiated activities to enable the children to learn and apply their skills.



The learning that a child demonstrates spontaneously and independently in a range of contexts forms the basis of assessments; therefore, an enabling environment that offers rich learning opportunities through child-initiated play is important.

“A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly...”

- EYFS Framework 2014

On-going formative assessment is important to support each child's learning and development. This begins with observing the children as they interact with their activities and then assessing the children through these observations enables the planning to be supportive of their development. The children are at the centre of this 'Observe → Assess → Plan' cycle.

Curriculum

The EYFS is a statutory framework that sets the standards for the development, learning and care of children from birth to five years old. This, alongside the non-statutory Development Matters guidance, is used for planning and assessing in the Foundation Stage.

The EYFS is broken into seven areas of learning and development. The initial three are the 'Prime' Areas:

- Personal, Social and Emotional Development (PSED)
- Communication and Language
- Physical Development

These prime areas of learning are fundamental; they work together to support development in the remaining in all other areas of learning. The remaining four areas of learning and development are the 'Specific' areas and include essential skills and knowledge for children to participate successfully in society. The four Specific areas are as follows:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of learning and development is broken down into aspects. There are seventeen aspects in total, each with an Early Learning Goal that is assessed at the end of the Reception year. The seventeen aspects are broken down as follows:



Area of Learning and Development	Aspect		
Personal, Social and Emotional Development	Making relationships	} <u>Prime Areas</u>	
	Self Confidence and Self Awareness, Managing Feelings and Behaviour.		
	Listening and Attention		
Communication and Language	Understanding		
	Speaking		
	Physical Development		Moving and Handling
Health and Self-Care			
Literacy	Reading		} <u>Specific Areas</u>
	Writing		
Mathematics	Number		
	Shape, Space and Measure		
	Understanding the World	People and Communities	
The World			
Technology			
Expressive Arts and Design	Exploring and Using Media and Materials		
	Being Imaginative		

The Characteristics of Effective learning are interconnected with these 17 aspects. They are as follows:

- **Playing and exploring:** This is about how children find out and explore, how they play with what they know and being willing to 'have a go'.
- **Active learning:** This is about a child's motivation and concentration, whether they keep trying and enjoy achieving what they set out to do.
- **Creating and thinking critically:** Do the children have their own idea and make links in their learning, choosing ways to do things?

These three Characteristics of Effective Learning tell us about a child's learning styles. They must be reported in a short narrative at the end of the EYFS Profile.

Assessment

The EYFS requires practitioners in Reception to review children's progress and share a summary with parents at the end of the Reception year in the EYFS Profile. Development Matters can be used as a guide when assessing children and making a best-fit judgement against the development statements. The EYFS Profile summarises children's development at the end of the EYFS in the three prime and four specific areas of learning, as well as the three characteristics of effective learning. The EYFS profile requires 20 pieces of information:



- The attainment of each child in relation to the 17 Early Learning Goals
- A short narrative describing the child's three characteristics of effective learning.

In Reception, it is not a statutory requirement that progress and attainment is recorded at any other time other than at the end of the Early Years Foundation Stage. It is however viewed as good practice to develop a way in which children's progress can be reflected upon to ensure planning is optimal.

In our Reception class we look at transition records passed on from nursery setting and these, along with our own assessments taken from observations and children's work, form a baseline for each child. On-going assessments of achieved objectives inform plans. Attainment and progress is recorded at the end of each term to help form the basis of personalised planning for each child. We use "Insight Tracking" to record children's attainment and this also measures their progress. Our Reception team uses "Tapestry" to document achievements through photographic evidence, which is shared with parents/carers.

Children who are not making expected progress then go onto a provision map where they are monitored and actions are set for individuals in order to address their needs. These actions must be specific in order to enable them to make progress. This includes children who are more-able.

A predicted Good Level of Development (GLD) is created during Autumn term. This is formed from the children's baseline assessments, transition records and through professional dialogue about each child. The children who are expected to achieve GLD are closely monitored and this is reviewed each term.

Parental Links/Partnership

Partnerships with parents are extremely important in the Reception class. It begins in the Summer term with the class teacher meeting the parents of the new class for an information meeting. During the Summer or Autumn term, home visits are conducted to meet the parents on a 1:1 basis. Parents who do not live together but would both like to receive a home visit can request this. An open-door policy is encouraged so that parents feel confident to approach the adults working in the Reception class.

Parents are encouraged to play an important role in their child's education and are invited to many events throughout their child's time in Reception. Some examples are as follows:

- Lunch with children in the hall
- Assembly
- Phonics information meeting
- Curriculum meeting
- Parents evening



- Questionnaires
- Christmas events
- Forest School session
- End of year report
- Transition information

Communication between school and home is important to us. Children are take home reading books. Parents write in the children's reading records and books are changed accordingly. Homework is sent home to practise specific homework areas and parents/carers are asked to support their child as much as possible.

Pupil Safety

Children's safety is crucial and an important part of school life. Reception is the first class a child will attend so it is important to build trusting relationships with the children from their very first day. Children are taught the class rules very early on and these are put in place to ensure they are safe within their environment.

Whilst their safety is of paramount importance, we also encourage the children to become independent and learn to self-select their activities and manage their own risks. The rules of safety and behaviour are very important and children are encouraged to follow them at all times. We place a large emphasis on this when they start school and create many activities where this is exercised. A risk assessment is put in place for the outside area and this is reviewed and adapted where necessary.

Safeguarding follows the same procedure for the whole school. We look, listen and note if a child says something that could be a safeguarding matter and we also get to know the children so we recognise when they may be acting differently which could be a cause for concern.

Any concerns are recorded on the correct form and passed onto the Head Teacher or whoever may be in charge if the Head Teacher is unavailable.

Requests are sent home to parents to see if their child's photos are allowed to be used on the school website. We ensure we know about any allergies or medical problems before a child starts school.

Transition Procedures

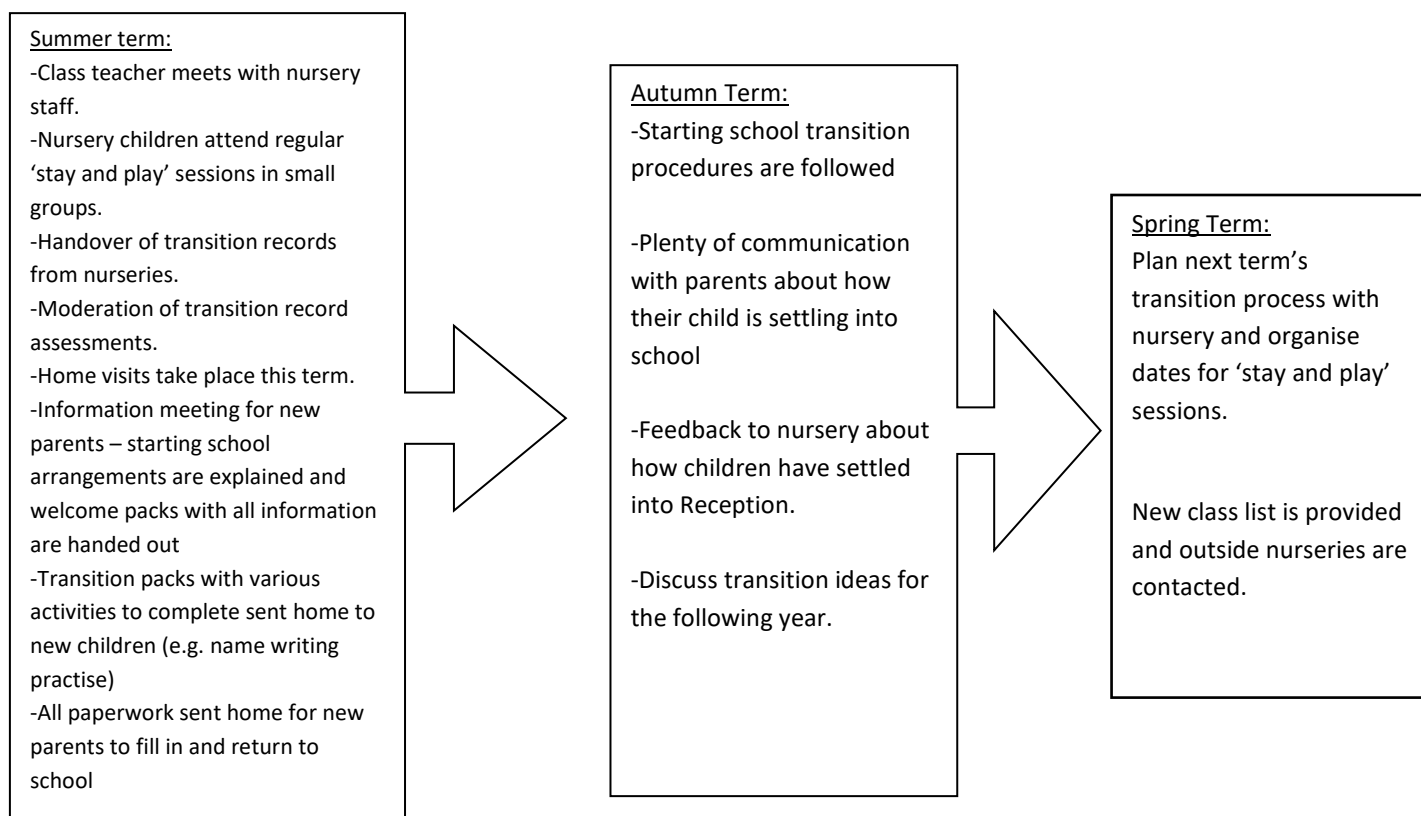
The transition process begins in the Summer term with children from the Children's Centre and other pre-school settings coming over to visit their new classroom for regular 'stay and play' sessions.



The class teacher meets frequently with the nursery practitioners during the final term to share important information about the children. This ranges from any safeguarding matters to how each child has progressed. We conduct a handover whereby the nursery shares the children's learning journeys with the class teacher and pass on their transition records.

The class teacher meets with the nursery practitioners for a moderation meeting where assessments are shared and scrutinised to ensure the progression from nursery to school is smooth in terms of attainment. This enables to class teacher to plan effectively for the first term of school for the children.

The class teacher and nursery staff work together to develop ideas that can be put in place whilst children are still in nursery to make their transition into school as smooth as possible.



Moderation is an important part of assessment and occurs regularly throughout the school year. It ensures that all assessments are accurate against national standards and that other teachers, schools and external colleagues agree with our judgements.

Pupil Progress Meetings (PPM) are conducted during the Autumn term with the Head Teacher to ensure that the children have been assessed fairly and accurately. Children's work is shared throughout the year within cluster groups and other staff members within school to discuss the age bands at which they have been assessed.



A Maths and Literacy book scrutiny will take place each term and children's work is cross referenced with their "Insight" assessments to ensure they are accurate.

During the final term, an end of year moderation workshop, with cluster schools, takes place. An internal moderation also takes place with the Year 1 class teacher. This is particularly useful for the children who are 'exceeding' in some areas, to agree teacher judgements. The moderation process is as follows:

Learning in Reception Class

In the Reception class, there is a balance between structured learning and child-initiated play. The classroom environment is set up to encourage learning through play, including lots of challenges and prompts to direct their learning.

Children generally have new provision set up each week for them to access independently. The challenges that are set up are modelled to the children so they know how to access each area. During child-initiated play children can use these areas and it provides them with the opportunity to complete independent learning. The areas may be set up against the children's own interests they have expressed and/or to encourage learning in an area that children need a specific learning focus. For example, if it becomes apparent that children are finding repeating patterns difficult, an area would be set up for them to practise this.

The continuous and enhanced provision areas are changed regularly: if the children become disinterested and stop using an area; if another area arises from assessments whereby children need more practise; if children express an interest in something new. The various areas extend to outside the classroom and the outdoor area also includes several prompts and challenges that children can access.

This policy was reviewed by the Class Teacher in Jan 2020.
It will be ratified again in Feb 2020.

Ratified by: _____ Date: _____
