



Early Years Foundation Stage Policy 2020-21

1. 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 Statutory 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.

2. Teaching and Learning Practices

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. An 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 should 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 should form 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.

3. Curriculum

The EYFS is the statutory framework published in 2014. It 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 and EYFS Outcomes 2013, 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		
	Moving and Handling		
Physical Development	Health and Self-Care		
	Reading		} <u>Specific Areas</u>
Literacy	Writing		
	Mathematics		
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.



4. 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. Progress and attainment is then recorded at the end of each term to help form the basis of personalised planning for each child.

We currently use Insight to record children's attainment and measure progress each term. Children are expected to make at least 1 step in progress each half term to be considered 'On Track', although this may be higher if a child is below Age Related Expectations (ARE).

For instance, if a child is working at '30-50 Months Emerging' in Autumn 1, we would expect them to be working at '30-50 Months Developing' - or higher - by Autumn 2.

The baseline assessment is recorded at the start of the academic year within the first few weeks and then assessments are completed at the end of each half term. Children who are not making expected progress will be identified and monitored with actions set for individual pupil needs or small group work. These actions must be specific in order to enable them to make progress.

A predicted Good Level of Development (GLD) is created during Autumn 1 alongside the Head Teacher. 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.



Additionally, we complete Phonics assessments each term with each child. This helps to identify any areas that need revisiting and helps to track each child's progress throughout the year. We have a small phonics intervention group who work with the class teaching assistant to help address any areas of development for specific children.

During the Spring Term, we complete Salford Reading Tests to ensure all children are completing home reading at the correct age band. We currently send home Sounds Write reading books to support the Sounds Write phonics programme we follow.

We also implement the Nuffield Early Language Intervention (NELI) to help identified children in our class overcome language difficulties. This is completed over a 20-week period by our trained teaching assistant and targets vocabulary, narrative skills, active listening and phonological awareness.

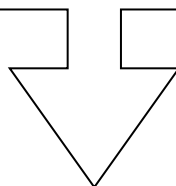
5. Parental links / Partnership

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 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:

Autumn Term:

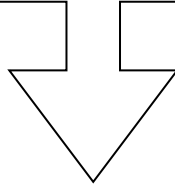
- Children invite parents in for lunch to celebrate the end of their first half term at school
- Children invite parents to a harvest assembly whereby they perform songs and stories.
- Parents are invited to a Phonics workshop. This is designed to help parents feel confident when helping their child with their reading and writing in the early stages of school.
- First parents' evening in October/November. Learning journeys and assessments are shared.
- Start of year questionnaire is sent home. Parents can consider how their child has settled into school and how clear the starting school arrangements were.
- Parents are invited to a Christmas assembly





Spring Term:

- Children invite their parents to a Forest School session in Spring 2. This is normally an Easter egg hunt.
- Second parents' evening in February to share learning journeys and talk about how their child is progressing.
- Parents are invited to a 'stay and play' session linked with our current topic



Summer Term:

- Parents are invited to an end of year assembly of the Reception children.
- End of year reports are shared with parents and children share their completed learning journeys with their parents.
- An end of year questionnaire is sent home so the parents can reflect on their child's time in Reception as well as their learning. Feedback is given to the class teacher.
- Information about the transition into Year 1 shared with parents.
- Parents are invited to meet to Year 1 teacher

Children are sent home reading books x2 weekly and communication between school and home is very important. Parents write in the children's reading records and books are changed accordingly. Homework is sent home once a week and parents are asked to support their child with this as a way of involving with their learning from the week.

In Reception we use Tapestry to communicate regularly with parents, as well as using it as a tool to compile an online learning journey. Photos and observations are frequently uploaded and parents are able to view and comment on their child's work.

6. 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. As a class, we complete a 'class charter' that includes some class rules we have all agreed are important to ensure we are safe, happy and ready to learn.





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 and social media platforms. We ensure we know about any allergies or medical problems before a child starts school.

7. Transition Procedures

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

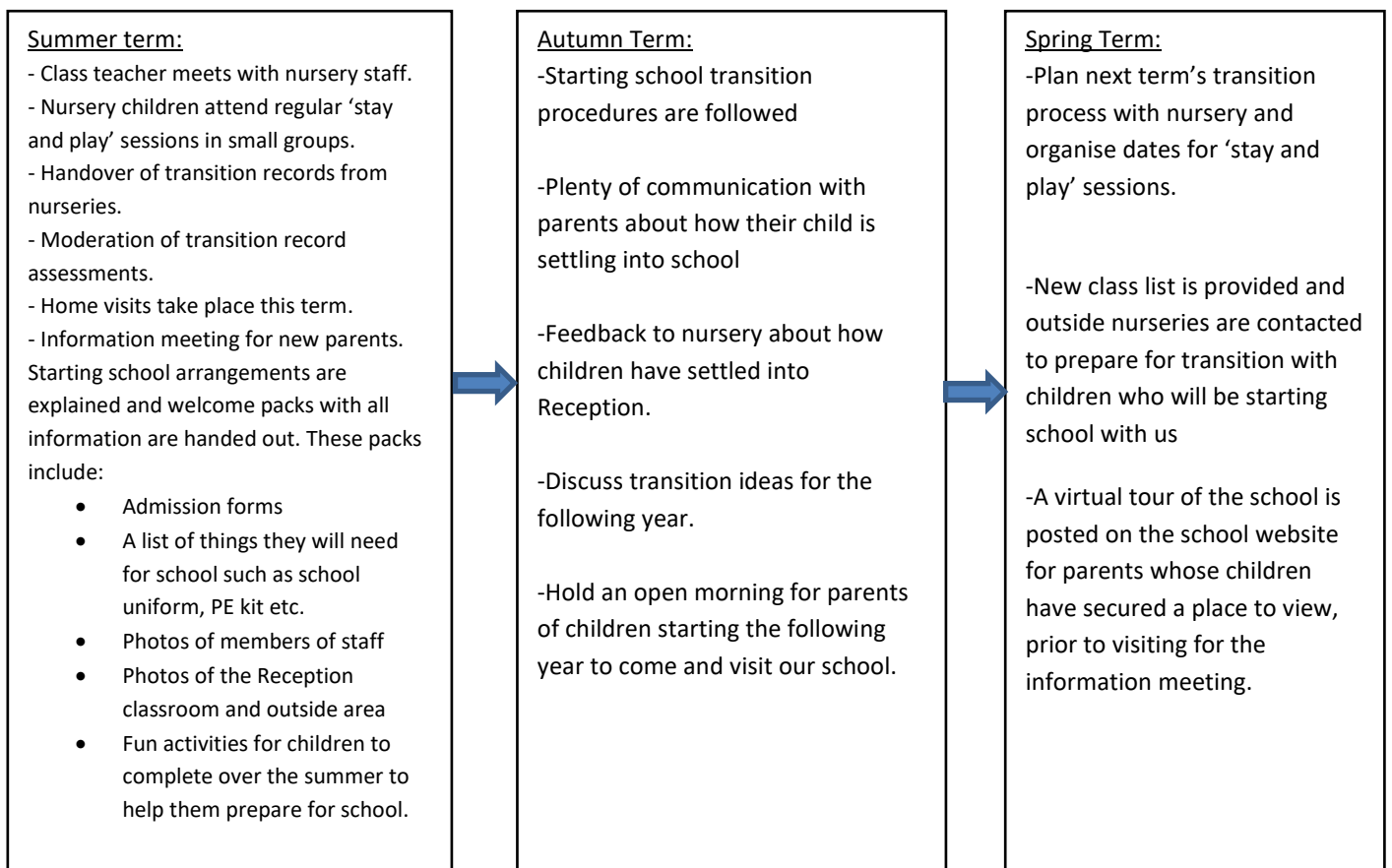
The class teachers meet frequently with the nursery practitioners during the final term to share important information about the children. This ranges from any safeguarding matters to how each child has progressed. We conduct a handover whereby the nursery shares the children's learning journeys with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

The class teachers meet 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 the class teachers 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.



Our transition procedures timeline is laid out below:



8. Moderation

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.

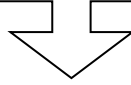
Pupil Progress Meetings (PPM) are conducted during the Autumn term with the Head Teacher to ensure that the children have been assessed fairly and accurately. Children's work is shared throughout the year within cluster groups and other staff members within school to discuss the age bands at which they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

A Maths and Literacy book scrutiny takes place regularly and children's work is cross referenced with their Insight assessments to ensure they are accurate.

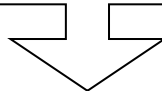
During the final term, an end of year moderation workshop with cluster schools takes place. An internal moderation also takes place with the Year 1 class teacher. This is particularly useful for the children who are 'exceeding' in some areas. The moderation process is as follows:



Autumn Term: Baseline “in house” moderation and cluster meeting takes place to share assessments and results with other local schools. Assessment methods and tools are also shared.



Spring Term: “In house” moderation and cluster meetings continue across the terms where assessments are shared. Moderation training often takes place with the Early Childhood Team.



Summer term: 4-year cycle of moderation visits from the local authority; TBC.
“In-house” moderation and cluster moderation meeting with local schools.
Results shared and moderated with Year 1 teacher.

9. Learning in Reception

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 have new provision set up regularly 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 if they choose and it provides them with the opportunity to complete some 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 more practise with. For example, if it becomes apparent that children are finding repeating patterns difficult, an area could be set up for them to practise this.

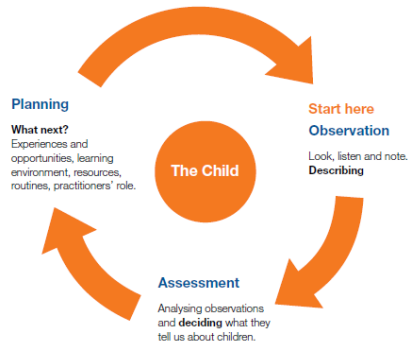
The continuous and enhanced provision areas are changed regularly: if the children become disinterested and stop using an area; if another area arises from assessments whereby children need more practise; if children express an interest in something new. The various areas extend to outside the classroom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

We also teach through whole class sessions followed by group work where the class teachers and teaching assistant work with small groups of children on differentiated activities. This work often goes into their books or photos are shared on Tapestry. We use a WALT and Success Criteria with each piece of work to assess their





understanding and to see if they have achieved the learning objective. This then feeds into planning and helps inform some of the provision that may be set up for children to access, following the Observe, Assess and Planning cycle below.



This policy was reviewed by the Class Teacher April 2021

It will be reviewed and adapted in July 2021 to ensure it is in line with the new EYFS Statutory Guidelines for September 2021.

Ratified by: _____ Date: _____

