



## Early Years Foundation Stage Policy

### School Aim

Our aim is to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.* (Statutory Framework for the Early Years Foundation Stage)

#### Related Policies/Documents:

Early Years Foundation Stage Profile Handbook  
Statutory Framework for the Early Years Foundation Stage  
Development Matters in the EYFS  
Practice Guidance for the Early Years Foundation Stage  
Assessment and Reporting Arrangements EYFS  
Assessment Policy  
Behaviour Policy  
Child Protection Policy  
Equal Opportunities Policy  
Health and Safety Policy and Risk Assessments  
Monitoring Policy  
PSHCE Policy  
Special Educational Needs and Disability Policy  
Teaching and Learning Policy

### 1 Introduction

- 1.1 The Early Years Foundation Stage (EYFS) extends from birth to five. We cater for children from three years of age by providing places for parents who wish to use their 'Free for 3 and 4' at our setting or to pay for additional sessions. Parents who wish their children to attend the school for their reception year as a rising five need to follow the Gloucestershire Admissions team procedures. If admitted, these children are included on our school registers and will be included in our 'Numbers on Roll' figure. Being in our EYFS unit from three years does not guarantee a place at the school for the reception year, as Gloucestershire Local Authority deal with these admissions.
- 1.2 The Foundation Stage is important in its own right, and also in preparing children for later education. 'Development Matters' statements are used to inform provision. 'Early Learning Goals' set out what is expected of most children by the end of the Foundation Stage.

- 1.3 Children joining our school have already learnt a great deal. The early-years education we offer our children is based on the following principles:
- it builds on what our children already know and can do;
  - it ensures that no child is excluded or disadvantaged;
  - it offers 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;
  - it provides a rich and stimulating environment.

## **2 The Early Years Curriculum**

- 2.1 Teaching in the EYFS setting at Woodside Primary School is delivered in accordance with the Government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas which strengthen the prime areas.

These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

Educational programmes which practitioners deliver in the setting must involve activities and experiences from one of the following seven areas. These are:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are 'Development Matters' statements, which give guidance for age related expectations of development. Early Learning Goals define the expectations for most children to reach by the end of the EYFS. Our curriculum reflects the areas of learning identified in the Early Learning Goals.

- 2.3 The 'Development Matters' and Early Learning Goals provide the basis for planning throughout the Foundation Stage.

2.4 The EYFS class makes full use of the outdoor classroom, where a planned programme of appropriate activities takes place at all times of year. Children wear suitable clothing at all times.

### **3 Teaching and learning style**

3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in Key Stage 1 or 2.

3.2 The more general features of good practice in our school that relate to the EYFS are:

- the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible enabling environments, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

### **4 Play**

4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

### **5 Inclusion**

5.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

5.2 We set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the EYFS. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as speech therapy), as necessary.

## **6 Special educational needs**

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a detailed Special Educational Needs (S.E.N) policy and a Special Education Needs and Disabilities Co-ordinator.

## **7 Assessment**

- 7.1 The EYFS Transition Record and Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations throughout and at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals in the prime and specific areas. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.
- 7.2 On entry depending on the age of the child, the staff assess the ability of each child, using the age related expectations from Development Matters Document. These starting points are noted on the Transition Records or Summative Development Records of the Prime and Specific Areas. 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. We share the information with parents/carers at our parental consultation meetings.
- 7.3 At the end of the final term in reception, we send a summary of the Foundation Stage Profile assessments to the LA for analysis. There are 17 summary scales. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings.
- 7.4 Each child has a Learning Journey book, which is used as a scrap book to record the child's learning. It includes annotated photographs. These progress books contain a wide range of evidence that our shared with parents and carers at each parental consultation meeting. We use cameras and iPod Touches to record observations. Learning Journey books are always available to parents to look at.
- 7.5 Parents and carers receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents and carers in early July each year.

## **8 The role of parents and carers**

8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents or carers about their child before their child starts in our school;
  - opportunities given to the children to spend time with their teacher before starting school;
  - inviting all parents and carers to an induction meeting during the term before their child starts school;
  - offering parents and carers regular opportunities to talk about their child's progress in our reception class;
  - encouraging parents and carers to talk to the child's teacher if there are any concerns;
  - having flexible admission arrangements, and allowing time to discuss each child's circumstances;
  - encouraging parents and carers to stay if there are problems with the child's admission;
  - offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
  - providing various activities that involve parents and carers, i.e. regular communication with home and inviting parents and carers to curriculum evenings, in order to discuss the kind of work that the children are undertaking.
- Involving parents in the Learning Journey books

## **9 Resources**

9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **10 Monitoring and review**

10.1 This policy is monitored by the governing body.

### **Equality Statement**

The school recognises that it has to make special efforts to ensure that all groups prosper, including those:

- with special educational needs;
- who have difficulties accessing the school;
- who speak English as an additional language;
- who have frequent moves and/or lack stability leading to time out of school (e.g. children in care);
- who as children are caring for others;
- who come from homes with low income and/or inadequate home study space;
- who experience bullying, harassment or social exclusion;
- with low parental support or different parent expectations;
- with emotional, mental and physical well being needs;
- who exhibit challenging behaviour;
- who come from ethnic minority groups including travellers, refugees and asylum seekers.

Date this policy was adopted \_\_\_\_\_

Signed by Chair of Curriculum and Standards Committee \_\_\_\_\_

Review date \_\_\_\_\_