

St Ippolyts C.E. Primary School



**Early Years
Foundation Stage
(EYFS) Policy**

Revised: March 2017



Early Years Foundation stage Policy



Rationale

The Early Years Foundation Stage runs from birth to age five and includes “Practice Guidance for the Early Years Foundation Stage” to be used alongside the “New Statutory Framework” which outlines the legal requirements and statutory guidelines to take effect from September 2012. At St Ippolyts we cater for Reception aged children from ages 4-5. Most children have been at other settings, such as local playgroups and nurseries prior to starting at St Ippolyts Primary School.

The principles which guide our work in the early years are grouped into four themes:

A Unique Child – every child is a competent learner from birth who can be resilient, capable 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.

In the Early Years Foundation Stage it is our aim to provide a rich learning environment with activities and experiences that offer all children the opportunities to develop a variety of competencies, skills and concepts across the seven areas of learning. (Sept 2012). These are as follows:

- Three Prime areas
- Four Specific Areas (which the three prime areas are strengthened and applied.)

The **Three Prime areas** are: Communication and Language
Physical Development
Personal, Social and Emotional Development

The **Four Specific Areas** are: Literacy
Mathematics
Understanding the World
Expressive Arts and design

Admissions

The school adheres to the LA admissions policy. Prior to the pupil entering class one parents and pupil are invited to visit the school. This visit gives the pupil an opportunity to meet his or her class teacher, their classroom, peers, and tour the school. The structure of the school day is explained and parents are given information they may need.

Our Aims are to:

- Provide a firm foundation for life long learning;
- Promote the value of learning through a variety of play e.g. manipulative, exploratory, free and functional, extending and enhancing the natural curiosity of the child;
- Provide structured activities for those pupils who are ready for them;
- Provide opportunities to learn through first hand experiences;
- Provide opportunities for pupils to build on what they already know;
- Provide a stimulating, child-centred curriculum and use the EYFS strategy as a focus for delivery
- Develop confidence and self-esteem, enabling each pupil to develop as an individual;
- Provide a partnership between parents, professionals and other agencies to identify needs and provide the best learning opportunities;
- Promote learning as an exciting and enjoyable experience in and outdoors;
- Provide a smooth transfer to Key Stage One.

These beliefs are shared across the school with the understanding that many of the skills and attitudes develop in the early years within school.

Unique Child

At St Ippolyts Primary School we believe that it is important to provide an environment which meets the individual needs of the pupils in our care; that our pupils feel safe, secure and are valued as individuals. We encourage pupils to develop independence, positive attitudes to learning and each other resulting in all our pupils reaching their full potential wherever possible regardless of personal circumstances e.g. ethnicity/socio-economic background/disability, etc.

Equal Opportunities

All pupils regardless of their gender, race, disability or religious beliefs are equally valued and offered equal opportunities to access the curriculum. (See the school's Equal Opportunities Policy and Race Equality Policy for more details)

Positive Relationships

Staffing

The Foundation Stage Co-ordinator is responsible for the Foundation Stage and is also the Key Stage 1 Team Leader. The Foundation Stage co-ordinator attends training and feeds back key issues to the Reception Team and Senior Management Team. Our Reception class is provided with a full time Nursery Nurse as well as a full time teaching assistant. We believe continued personal and professional development is key and all staff receive regular training through in-service days and external training.

Parents have an important role to play in the education of their child. We believe that it is important that all early years practitioners work in close partnership with parents and other adults. When parents and practitioners work together the results have a positive impact on a child's development and learning. Valuing and building on children's previous learning helps to promote these partnerships.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- opportunities to greet and talk to parents about their child before their child starts in our school;
- the children having the opportunity to spend time with their teacher before starting school through nursery visits and induction day;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress;
- encouraging parents to view their child's Early Years Foundation Stage Record during new open sessions;
- school Family Week whereby parents can spend an afternoon in school learning with their child
- encouraging parents to talk to the child's teacher if there are any concerns.
- inviting parents to a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- offering a range of activities that support the involvement of parents;
- encouraging parents to comment on progress in reading through the use of the reading record book;
- encouraging parents to contribute to their child's Early Years Foundation Stage Record through WOW forms to share special moments and commenting on their general progress;

- a yearly EYFS curriculum evening where parents can come and learn more about the Reception curriculum and take away resources to use at home with their child.

Each half term the School Curriculum Leaflet is sent home to all parents to inform them of the curriculum content for Class (split year group).

At St Ippolyts Primary we recognise the importance of the fundamental principles of a quality early years curriculum. The characteristics of quality provision include:

- Learning through play ('Play and Learn time)
- A good balance between adult directed and child initiated learning
- Planned activities which provide opportunities for all children to develop as independent thinkers and learners
- A multi-sensory approach
- The need for both indoor and outdoor play
- Developing self esteem, confidence and independence
- The need for rules and routines in school
- A class room with well labelled and stored resources
- Providing a stimulating environment in which to learn
- Conducting quality observations, to ensure children make progress and have clear next steps for learning.

Enabling Environments

The Learning Environment

The Early Years Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and located equipment and resources independently.

Class 1 has their own enclosed outdoor areas and the children have free flow access to this area but with adult supervision. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore using their senses and be physically active and exuberant. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all areas of learning and 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. A buddy system – Year 6 children are paired up with a Reception child during playtimes and their support continues for a few weeks until friendships are established and pupils are settled. This friendship is also available throughout the year when needed.

Also gradual introduction into whole school playtimes and school assemblies takes place within the first few weeks once all children are in and settled.

Record Keeping and Assessment

Throughout the Early Years Foundation Stage, as part of the learning and teaching process, we assess each child's development in relation to the Early Years Foundation curriculum and Early Learning Goals (EYFS Profile). These assessments are made on the basis of our accumulating observations and knowledge of the whole child.

All children are assessed regularly against the Early Years Outcomes and at the end of the year, the EYFS Profile is used to assess each child against the Early Learning Goal statements. The results of the EYFS Profile are submitted to county and the results are available for parents to see, within the children's end of year report.

Observations

Class teachers and teaching assistant's working in the Foundation Stage assess and monitor children's progress. Observations they may take are used to inform assessment of pupil progress. Observations can take on many different forms. Staff will receive training in making observations to inform the Foundation Stage profile when further information is received under the new framework.

Planned observations- specific activities set up and designed to assess whether a child has reached a level of knowledge or skill. The adult may make a written record of what they see or hear or may take photographs.

Interventions in learning-this can take place at any time at an opportunity taken by the adult to intervene and question to move learning forward.

Assessments made are discussed and information recorded is moderated by the team led by the Foundation Stage co-ordinator to establish a shared understanding of the levels and the expectations staff have of achievement at that level.

Transfer to Year 1

Late in the Summer Term Class 1 meets their new teacher. The children will spend a session with their new teacher in their new classroom. The Class 1 teacher and Class 2 teachers work very closely together to ensure that the transition from the Foundation Stage into Key Stage 1 is as smooth as possible.

Learning and Development

Teaching and Learning

The features of effective teaching and learning in the Early Years Foundation Stage are:

- the fostering of a close partnership between practitioners and parents, so that our children feel secure at school from the onset and develop a sense of well-being and achievement;

- the understanding that our practitioners have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years 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 indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all practitioners working within the Early Years Foundation Stage.

Role of the Early Years Leader

It is the role of the leader to promote, extend and enhance the Early Years provision through:

- establishing good relationships, encouraging good working practices and supporting and leading teachers in the Team, and throughout the school;
- leading, supporting, motivating and directing staff working within the Team;
- evaluating pupils' progress, achievement and attainment, and report to the Senior Leadership Team;
- leading by example in all areas of the curriculum;
- monitoring the standards of behaviour and achievement within relevant areas;
- liaising closely with other Team leaders to ensure continuity and progression across the school;
- liaising with Early Years settings to ensure support for children within the Early Years Foundation Stage;
- developing and promoting the Early Years Foundation Stage Curriculum and progression with National Curriculum.

Monitoring and Evaluation

It is the responsibility of the Early Years Foundation Stage Coordinator and Reception practitioners, to follow the principles stated in this policy. Governors are regularly informed of data and the latest EYFS initiatives through teaching, learning and curriculum (TLC) meetings and governors meetings. The Head teacher and Early Years Foundation Stage Coordinator will carry out monitoring on the Early Years Foundation Stage as part of the whole school monitoring schedule.

This policy will be shared to all staff, governors.

Headteacher : Mrs R Peddie

Foundation Stage Co-ordinator: Miss K Ingle