



Horspath CE Primary School

Early Years Foundation Stage Policy

Access & Inclusion

At Horspath C of E Primary School we adhere to the SEN & Disability Act 2001 to ensure: -

- we do not treat disabled pupils, parents/carers less favourably
- we take reasonable steps to avoid putting disabled pupils, parents/carers at a disadvantage

We have an Access Plan which details:

- Improvements to access to the curriculum
- Physical improvements to increase access to education and associated services
- Improvements in the provision of information in a range of formats

Introduction

“Every child deserves the best possible start in life and support to achieve their full 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. When parents choose to use early years services they want to know the provision will keep them safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

This policy is based on requirements set out in the 2017 Statutory Framework for the Early Years Foundation Stage. This document also complies with our funding agreement and articles of association.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, all children join us full time at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child’s fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in their community.

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 activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

Aims of the Foundation Stage

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Horspath CE Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Horspath C of E School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. 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 planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued; using resources which reflect diversity and are free from 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 taking action to provide support as necessary.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits, and to help them understand why they exist. We provide children with choices to help them develop that important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of children. (See Whole School Safeguarding Children Policy)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and they have positive relationships with adults caring for them."

At Horspath CE School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage.

We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of children.

We endeavour to meet all of these requirements.

Positive Relationships

At Horspath CE Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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

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

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teachers before starting school during 'taster sessions' and 'Visit Day';
- inviting all parents to an induction meeting in the summer term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in Acorn Class and contribute to their 'Learning Journey' books;
- encouraging parents to talk to their child's teacher if there are any concerns;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents including topic assemblies, focus days/weeks, Sports Day;
- regular communication with home through the child's school diary.

We invite parents to curriculum mornings to discuss the kind of work that the children undertake in the reception class. Our 'Look at what we have been doing...' board provides a talking point in Acorn Class for parents to share in their child's learning and achievements. We have parents evenings each term at which the teacher and the parents discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the school year.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Horspath C of E School the EYFS teacher acts as a 'Key Person' to all children in the EYFS, supported by the Teaching Assistants. We have good links with Horspath Nursery. Regular visits are undertaken by the EYFS teacher who also meets with staff to discuss the new intake of children. Nursery staff and children are regularly invited to school events (School plays, Nativity and Carols, Fetes and Fundraisers). Where children continue to attend preschool provision, before attending school full time, we aim to ensure continuity and coherence by sharing information about the child's achievements.

Enabling Environments

At Horspath CE Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

At Horspath CE Primary School we deliver a creative curriculum in the EYFS, which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated in weekly plans which include differentiated adult led experiences for Literacy and Maths curriculum areas. Detailed short-term plans show how the learning environment will be enhanced with activities linked to other areas of the curriculum in response to the previous week's observations and assessment of the children.

We use a range of strategies to gather information about the children's learning and development and use this information to ensure that our future planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations on post it notes or named labels. Notes about guided activities are recorded on group feedback sheets. We use the Tapestry app to record observations linked to learning objectives and involve children directly in planning their next steps. We also use it to track their characteristics of learning. We

encourage children to keep a home Learning Journey and use this to highlight the next steps to move their learning on.

We assess children on entry against Development Matters bands and track progress at key intervals through the year (end December, end March and on exit). Assessments are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. We feed the data from these assessments into the Reception Tracker to monitor progress and identify areas where extra support may be required. This links with our EYFS Action Plan which documents progress towards GLD through the year. Those children who are not on track will be allocated intervention based on this information. Literacy and Maths scores are also input in Pupil Tracker - the electronic assessment tool our school uses to record judgements across all key stages.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. Each child's level of development is recorded at emerging, expected or exceeding. The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made. At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The Learning Environment

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

The EYFS class has its own enclosed outdoor area with access for Year 1 children to support transition. This has a positive effect on children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children the opportunity to explore, use all of their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all the Prime and Specific Areas of Learning.

Learning and Development

At Horspath CE Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are all interconnected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 2.

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

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers 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 EYFS;
- 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 adults working within the EYFS.

Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as 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.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creative and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all the areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS curriculum underpins all future learning by supporting, fostering, promoting and developing the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

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

In addition, there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- 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 derived through a balance of adult led and child initiated activities. In each area there are ELG’s that define the expectations for most children to reach by the end of the EYFS. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. We have adopted a whole school ‘Creative Curriculum’ approach to planning taking into account different learning styles.

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. We also have a [separate policy for 'Intimate Care'](#).

Monitoring and Review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The EYFS Coordinator will discuss EYFS practice (including transition) with the Year 1 Teacher regularly and provide feedback for the governing body, raising any issues that require discussion. This policy will be reviewed every 2 years. At every review the policy will be shared with the governing body.

The Head teacher and Assessment Coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Reviewed: Jan 2020

For review Jan 2022

Signed: Gayle Tyler-Hunt