

Roxbourne Primary School



Early Years Foundation Stage Policy

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1. Introduction

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. We believe that early childhood is the foundation on which children build the rest of their lives and at Roxbourne Primary School we greatly value the importance that the EYFS plays in laying secure foundations for a child's future learning and development.

Our EYFS section comprises of two Nursery classes, one morning and one afternoon session, and two Reception classes. Nursery children join the school the term after their third birthday and Reception children the September following their fourth birthday. We have a full Nursery class with children taking up a mixture of half and full day places.

2. Aims

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

We aim to meet each child's needs by:

- Understanding that each child is unique and so providing for the whole child, their health, both physical and mental, their feelings, thinking and spiritual development through excellent safeguarding and the prioritization of the prime areas of learning.
- Building strong partnership and effective communication with parents/carers to develop complete understanding of each child and to communicate progress and next steps clearly and effectively.
- Supporting every child's needs through observations and assessments and planning next steps to become effective learners.
- Providing rich and stimulating opportunities within indoor and outdoor environment where children will be encouraged and motivated to explore, discover, play and learn.
- Providing positive attitudes to self and others and develop confidence and self esteem
- Teaching the foundations of reading, writing and mathematics that will develop basic skills.
- Extending the children's abilities to communicate ideas and feeling in a variety of ways.

3. The EYFS Framework

The four themes of the EYFS underpin our provision.

3.1 A Unique Child

At Roxbourne Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and independent. We recognise that children develop in individual ways and 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 and rewards to

encourage children to develop a positive attitude to learning.

Equal Opportunities - In line with the school's Equal Opportunities policy, no child in the Early Years Foundation Stage will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

The Early Years Foundation Stage sets realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the key stage. We do this 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 styles based on children's learning needs.
- Planning challenging activities to meet the needs of both genders, 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.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.

3.2 Positive Relationships

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

Parents as Partners – We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible through:

- Inviting all Nursery and Reception parents to Induction meeting to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing Reception.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Outlining the school's expectation in the Home-School agreement.
- Operating an open-door policy for parents with any queries or concerns. Conversely, if

teachers have concerns about the progress of a child, they will immediately approach parent and carers to discuss them.

- Sharing the online learning journals with parents.
- Sharing home school link books with parents and valuing the on-going contribution to this from parents.
- Sharing a creative curriculum topic map detailing the areas of learning and the overarching theme of the term.
- Sending a written report at the end of the year.

3.3 Enabling Environments

At Roxbourne Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to a well-planned stimulating indoor and outdoor environment. This provides different areas of learning where resources, material and activities are freely and easily accessible. We ensure that resources and spaces are safe to use and checked regularly.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff.

Children's work is valued and celebrated through displays.

3.4 Learning and Developing

We adhere to the Statutory Framework for the Early Years Foundation Stage. There are seven areas of learning and development that must shape educational provision in early years setting. All areas of learning and development are important and inter-connected. They require a balance of adult led and child initiate activities in order for most children to reach the levels required at the end of EYFS.

Our Curriculum, therefore, comprises seven main areas of learning and development.

Three Prime Areas:

- Personal, Social and Emotional Development – within clear boundaries children form positive relationships, develop social skills and respect for others and understand appropriate behaviour.
- Communication and Language – Children develop skills and confidence in speaking and listening in a range of situations.
- Physical Development – children develop their fine and gross motor control.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Four Specific Areas:

- Literacy – through the daily phonics lessons children link sounds and letters and begin to read and write. In addition, there is a daily literacy lesson and planned opportunities for individual reading. Fine motor skills development and handwriting are also formally taught and practised.
- Mathematics – through Maths Mastery Children are taught together as a whole class and group work. The focus is on depth - not acceleration - so that all children have a chance to embed learning. Teaching is supported by high-quality resources which present the flow of lessons coherently and provide opportunities for plenty of intelligent practice.
- Understanding of the World – finding out about people, places, technology and the environment.
- Expressive Arts and Design – exploring a wide range of media and sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

4. Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things and 'have a go'.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Active Learning - children will have time and space to concentrate and keep trying if they encounter difficulties and enjoy their achievements.

5. Planning, Observations and Assessments

5.1 - Planning

At Roxbourne Primary School, schemes of work (topics) are planned on a 2-year cycle, so that children will experience activities within each topic as they progress through to Key Stage 1. We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. All areas are delivered through a balance of adult led and child-initiated activities. Children are provided with a range of rich and meaningful first-hand experiences.

Weekly planning is focussed on all prime and specific areas. Children have whole class/small groups teaching times and participate in focused adult directed tasks. Nursery and Reception have plans for continuous provision inside and outside. The continuous provision plan ensures each area of learning is well resourced and equipped for the children to learn, practise, transfer and develop skills.

5.2 - Observations and Assessments

Progress and attainment are paramount, therefore teachers need to know what children's starting points are and should have a clear idea of where pupils need to be by the end of the year. Baseline Assessments are completed by the close of the child's first half term at the setting.

Foundation Stage staff use observations as the basis for planning. Electronic observations record the progress of each Nursery and Reception child using an online assessment tool. Staffs are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction the planning. Practitioners also consider observation shared by parents/carers.

We expect that children will leave Nursery working with 30-40 secure or higher for each of the Prime Areas and be on track to leave Reception at least at the Early Learning Goal (ELG) in each area if not exceeding the ELG.

At the end of the EYFS, teachers complete EYFS profile for each child. Pupils are assessed against the 17 early learning goals indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels (emerging)

We send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at the parental consultation meetings and in the end-of-year report.

6. Moderation

6.1 Internal Moderation

Attention and adequate time is used for planning, assessments and moderation. Teachers discuss progress and assessments within the year group team and are involved in internal moderation. This means meeting with all EYFS teachers, KS1 lead/Y1 teachers and members of SLT at the end of each term. Children of different attainment bands should be discussed across the 17 areas of learning to ensure that the assessment is accurate. This is not a test but instead an opportunity for teachers to discuss openly their considerations and present evidence for their judgement. This is a time for teachers to interrogate and challenge the assessment decisions – guidance for this is within the EYFS handbook.

6.2 External Moderation

EYFS teachers participate and build relationship with other schools during moderation events in order to moderate judgements. Roxbourne participates fully in any opportunity for external moderation and agreement trialling within the local authority.

7. Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer Term to meet their child's new teacher and other key staff and learn more about the Early Years Curriculum. This is an opportunity for staff to:

- To go through the school handbook
- Explain about uniform, PE kit and school dinners/free school meals
- Explain about holiday and absences
- Purchase uniform and book bags
- Explain the arrangements for the gradual induction in to Reception
- Share the EYFS curriculum and how parents can support their child's learning

The children are given an opportunity to come and spend an afternoon to meet their new class teacher and other children in their class. Arrangements are also made for children's new teacher to make home visits and to visit them in their current nursery setting.

8. Safeguarding and Welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children to be safe, make choice and assess risk. We have stringent policies, procedures and documents in place to ensure children's safety.

9. Monitoring

This policy will be reviewed and approved by the head teacher every three years. At every review, the policy will be shared with the governing board.

Appendix - List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Safeguarding and Child Protection Policy
Procedures for responding to illness	School's First Aid Policy
Administering medicines	Supporting Pupils with Medical Conditions
Emergency evacuation procedure	School's Health and Safety Policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy Safer Recruitment Policy
Procedures for parent failing to collect a child and for missing children	Safeguarding and Child Protection Policy Staff Handbook
Procedure for dealing with concerns and complaints	Complaints Policy
Action to be taken in the event of an allegation against a member of staff and which covers the use of mobile phones and cameras	Allegations of abuse against members of staff policy Staff Handbook