

LANGDON

PRIMARY SCHOOL

Early Years Foundation Stage Policy

Reviewed Autumn 2017

Agreed by the Governing Body 4 October 2017

Due for review Autumn 2019

Early Years Foundation Stage Policy

1 Introduction

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the age of five. In our school, children usually join us at the beginning of the school year in which they are five. The EYFS is important in its own right, and in preparing children for later schooling. The Statutory Framework for the Early Years Foundation Stage set out what is expected of most children by the end of the Foundation Stage.

1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in the local area. 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.

2 Aims of the Early Years Foundation Stage

2.1 The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning;
- social skills;
- communication and language;
- literacy;
- mathematics;
- understanding of the world;
- physical development;
- creative development.

3 Teaching and learning style

3.1 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 EYFS just as much as they do to the teaching in Key Stages 1 and 2.

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

- the partnership between teacher and parents and carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that the teacher has 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 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 and assessment 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.

4 Play in the Early Years Foundation Stage

4.1 Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, 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.

5 Inclusion in the Early Years Foundation Stage

5.1 In 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.

5.2 In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals and a Good Level of Development by the end of the stage; some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We recognise that some children will require additional support and resources to assist or extend their learning.

5.3 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 based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and 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 timely action to provide support as necessary.

6 The Early Years Foundation Stage Curriculum

6.1 The curriculum for the EYFS in our school reflects the areas of learning identified in the Early Learning Goals within the Statutory Framework for the Early Years Foundation Stage. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

6.2 The Early Learning Goals are in line with the objectives in the Primary Literacy and Numeracy Frameworks.

6.3 The Early Learning Goals provide the basis for planning throughout the EYFS. The schemes of work are based on themes or topics to support the interests of individual children.

7 Assessment

7.1 We make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and this involves the teacher and other adults as appropriate. All observations and evidence are kept in the children’s ‘Learning Journey’ portfolios.

7.2 During the children’s time in the reception year, the teacher assesses the ability of each child using the Baseline Assessment Scheme (Early Excellence) and EYFS Profile assessment scheme. We send the results of these assessments to the Local Authority for analysis at the end of the reception year. We use the information collected in the profile throughout the year to help modify the teaching programme for individual children and groups of children. We share the information gathered in the EYFS Profile and ‘Learning Journey’ with parents at the parental consultation meetings.

7.3 Parents and carers receive a termly continuous assessment report and 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.

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

- inviting all parents to an induction meeting during the term before their child starts school;
- giving the children the opportunity to spend time with their teacher before formally starting school;
- holding home visits prior to starting school in order to meet the child in their own environment;
- offering parents regular opportunities to talk about their child’s progress in the reception year;
- encouraging parents to talk to the child’s teacher if there are any concerns
- arranging a range of activities throughout the year that encourage collaboration between

- child, school and parents;
- offering a range of activities that support the involvement of parents.

There is regular communication with home through the child's curriculum information and reading records. We invite parents to come in to school to share their child's work and achievements regularly. There is a formal meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.

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.

9.2 We invest in good, skilled and supportive adults to work within the EYFS. We comply with all Local Authority and Government guidance on safer recruitment in order to ensure that staff are suitable to work with children. Consideration is given to ensuring that each member of the EYFS team is suitably skilled to work within this stage and training is provided where there is an identified need.