



Early Years Foundation Stage Policy

1. Requirements

1.1 Change Record

Issue	Date	Author	Description
0.1	September 2017	L Perkins	Draft for discussion
1.0	October 2017	L Perkins	Ratified by Standards Committee
1.1	September 2018	L Perkins	Presented for re-ratification
2.0	3 October 2018	L Perkins	Ratified by Standards Committee
2.1	January 2020	L Perkins	Minor updates
3.0	15 January 2020	L Perkins	Ratified by Standards Committee

Note: All issues except those of the form 'X.0' are draft.

1.2 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1.3 Approval and Review

This policy was approved by the Standards Committee on 15/1/20. It is due for review in the Autumn Term 2021.

2. Principles

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.

(‘The Statutory Framework for the Early Years Foundation Stage.’ DfE March 2014).

At Fowlmere Primary School we value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. The EYFS sets standards for the learning, development and care of children from birth to 5 years old. The final year of the EYFS is referred to as the Reception year. Practitioners working in Reception build upon children's prior knowledge through a holistic approach to learning, ensuring that parents and school staff work effectively together to support children's development.

3. Aims

At Fowlmere Primary School we aim to provide an engaging, broad and balanced curriculum, which enables each child to reach their full potential. Every child is valued as an individual and teaching and learning is based upon the understanding that children learn in a variety of ways and develop at different rates.

To meet our aims we:

- Provide a safe, challenging and stimulating environment.

- Plan an exciting, balanced curriculum that lays firm foundations for future learning and development in Key Stage 1 and beyond.
- Develop opportunities for children to learn through planned, purposeful play.
- Use and value what each child can do, assessing their individual needs and identifying next steps in learning throughout the curriculum.
- Provide open ended learning opportunities for children to develop the Characteristics of Effective Learning.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with Parents and Carers, outside agencies and pre-school settings.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning.

4. The Foundation Stage Curriculum

The EYFS is made up of six areas of learning:

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Fowlmere Primary School we believe all seven areas of learning are of equal importance and fully ensure that the three prime areas are embedded within the four specific areas. All areas are delivered through planned, purposeful play based learning opportunities, with a balance of adult-led and child-initiated activities. Planned activities consist of whole class sessions as well as smaller group or individual tasks.

A whole class phonics session takes place daily. We follow the Letters and Sounds document throughout Reception and Key Stage 1.

Throughout the year many Educational Visits are planned to enrich learning. The Class teacher may invite visitors in to talk to the children about topics of interest.

5. Assessment

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals.

It covers the three Prime Areas and four Specific Areas of learning contained in the curriculum guidance for the Foundation Stage. We make regular assessments of children's learning and 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.

During the first term the Reception teacher assesses the ability of each child, using Development Matters. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual pupils and groups of children. Observations of children, information from pre-school settings and parents and carers all contribute to this baseline assessment.

The EYFS teacher completes an assessment each half term and updates the Early Years Foundation Stage Assessments for each child. Attainment is tracked using *Tapestry* – an online tool for recording and assessing in the Early Years which can be shared simply with parents. In the Summer Term we send a summary of these assessments to the LA for analysis. The EYFS profile describes a child's attainment against 17 early learning goals.

Parents receive an annual report that offers brief comments on each child's progress and the characteristics of their 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 in early July each year. Photos and videos are used as part of the assessment process.

6. Observation and Next Steps in Learning

Through observation, staff are able to identify children's next steps in learning. These are recorded to ensure that all practitioners are aware of children's targets and can facilitate learning opportunities where children can achieve and make good progress. Next Steps are shared verbally with children and parents at Parent Consultation Meetings. Next Steps for all children are displayed on a learning wall in Class 1.

7. Marking and Feedback

In EYFS we follow the whole school policy for Marking and Feedback which forms part of the Teaching & Learning Policy.

8. The Learning Environment

We plan for and build learning environments, both indoors and out, that encourage a positive attitude to learning. Materials and equipment provided reflect both the community the children come from as well as the wider world. Children are encouraged to explore, investigate and learn through first-hand experience. It is an environment where children feel secure and confident and are challenged to develop their independence.

Continuous provision is organised and labelled for children to select and use independently. Planned enhancements are made across all areas of learning. Children have the freedom to move between the indoor and outdoor environments throughout the school day. We encourage children to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

9. Liaison with Pre-School Settings and Induction

At Fowlmere Primary School, we have close links with local preschool settings. The Class 1 teacher visits all feeder settings and liaises with each child's Key Person from their previous settings to support transition.

A Home Visit is offered to all Reception children starting in Class 1. Two staff members visit each child at home and speak to parents. This is an opportunity to meet each child in their own environment and engage in some simple 'getting to know you' play activities. Parents provide information about the child's likes, dislikes, any concerns and their developmental milestones. Information from the Home Visit is used to help plan the transition process and first few weeks in school.

In addition, all prospective children have the opportunity to visit the school and their classroom for a number of 'Stay and Play' sessions in June and July.

In the summer term, parents are invited to attend an information evening which introduces them to our school's key personnel and its procedures and practices.

The current process for admissions into Reception is that all children will be eligible to start school full time, regardless of their birth date, from September of the academic year they turn 5 years old.

10. Transition into Year 1

Class 1 and 2 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

To support children's transition into Year 1:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year.
- Reception practitioners plan for more structured activities to be undertaken during the summer term.
- EYFS Profiles along with children's next steps are passed on to the Year 1 teacher.
- A report for each child detailing the Characteristics of Effective Learning that they demonstrate is shared with the Year 1 teacher.
- Reception and Year 1 teachers meet to discuss individual needs of children in July.
- Reception children visit the Class 2 teacher in their new classroom in July. Pupils visit their new teacher for some story sessions.
- There is a similar structure to the school day during the Autumn Term when pupils move into Year 1.
- Where possible, the Year 1 children continue to enjoy practical learning experiences which gradually become more formalised towards the end of the academic year.

11. Behaviour

In Reception we follow the whole school policy for behaviour. At the beginning of the Autumn Term we learn about our school rules and expectations. Class rules are generated from these school rules with the children and displayed in the classroom throughout the year.

12. Parents as Partners

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

We do this through:

- Talking to parents about their child before their child starts in our school.
- 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 talk to the Class 1 teacher if there are any concerns.
- Having flexible admission arrangements if required and allowing time to pass on information to the Class Teacher before the school year begins.
- Offering a range of activities, throughout the year that encourage collaboration between child, school and parents. Some examples of these are
- Delivering Curriculum Evenings, 'Stay and Play' sessions, parent workshops, termly Curriculum Letters.

- Providing parents with the opportunity to read and write observations of children's learning online through Tapestry online Learning Journal.
- Home learning tasks.

13. Equal Opportunities and Inclusion

At Fowlmere Primary School we provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability equal access to all aspects of school life and work to ensure that every child is valued fully as an individual.

Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Children with additional educational needs will be given support, as appropriate, to enable them to benefit from the curriculum. This includes children that are more capable as well as those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special needs, thus increasing the adult/pupil ratio. The school's Inclusion Lead is responsible for providing additional information and advice to practitioners and parents and for arranging external intervention and support where necessary.

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

14. Safeguarding

At Fowlmere Primary School we provide a welcoming, safe and secure environment enabling all children to develop into independent and confident individuals.

We follow the school Safeguarding policy.

In EYFS:

- The Class 1 teacher undertakes a daily risk assessment of the learning environments and equipment.
- The use of mobile phones in classrooms is prohibited. Staff mobile phones are placed in staff lockers during the school day and should be on silent at all times during classroom teaching sessions.
- Whole school safeguarding procedures/policies will be followed which all Foundation staff should ensure they are familiar with.

15. First Aid and Food Safety

In EYFS there are designated members of staff with Paediatric First Aid training and Food Safety Certificates. These are reviewed annually to ensure qualifications are up to date.

16. Administering medicines

School has a policy for administering medicines in school and for managing health conditions of pupils. Staff within the Early Years are familiar with, and follow this policy.

17. Complaints

At Fowlmere Primary School we take all queries and complaints seriously and follow the school General Complaints Procedure, available on the school website or in the school office.