

St. George's C of E Primary & Nursery School

Early Years Foundation Stage Policy

Introduction

"Every child deserves the best possible start in life and support to fulfil their 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 it's own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

- "Early Years Foundation Stage Profile" Department for Children, Schools and Families 2012

The EYFS is based upon four principles:

- **A unique child.** 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 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 and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development.** The classrooms and outdoor area are 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 locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At St George's C of E Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through an holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

At St George's C of E Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability have the same opportunities.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.

- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Admission Procedures

Children are admitted to the Nursery in the term after their third birthday and in the Reception class in the September after their fourth birthday. The County and School have admission policies for allocating places

The details of admission arrangements and an outline of the induction processes are available for parents prior to their children starting.

Prior to starting in Reception class we have transition sessions where the children spend time in their new classroom. Children that have attended our Nursery will already know the staff, and children from other establishments will have the opportunity to meet their new teachers.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the

principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

Regular ongoing assessments are made of the children's learning, and the information is used to ensure that future planning reflects identified needs. Records are kept of each child's development and achievement in the form of observations, photographs, examples of work, checklists and dated comments. Individual "Learning Journey" books celebrate each child's ongoing achievements

All those involved in working with the child are involved in gathering information. Assessment is integrated into planning and the information gathered is used to inform future planning.

Assessment is used to inform parents of their child's progress and the Senior Leadership Team of the strengths and weaknesses in a child's development.

In Nursery initial assessments are carried out informally over the first half term. All Nursery assessments are carried through to the Reception Class.

In Reception initial assessments are carried out in the first half term. Parents are given an opportunity to discuss the outcomes of these at the Autumn parent's evenings. The Foundation Stage Profile is used throughout the year to record ongoing achievements. These assessments are shared with parents and Year 1 staff prior to the children moving into KS1.

The parents/guardians are given the opportunity to meet formally with the staff during the Autumn term at Parent's Evening. We are available at all other times of the year to discuss any concerns and also celebrate the progress a child is making. At the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and carers. This consists of 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.

Learning Through Play

At St George's C of E Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation Stage. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Home School Agreement.
 - We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
 - We will send home a "Magical Me" book in Reception Class designed to enable Foundation staff and parents or guardians to record outstanding achievements.
 - We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner.
- Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
 - We will conduct a further parent consultation late in the term to inform parents and carers formally of a child's results and overall progress.

Children's Welfare

The school has emergency contact forms, which must be completed for all pupils. These include relevant medical, personal and social details.

Following the school's health and safety policy at all times ensures the health and safety of pupils.

The school has a behaviour policy which outlines expectations and aims. Any minor accident is recorded on an accident form and parents informed as soon as possible.

Safeguarding procedures are followed in line with the County Policy. School works in a Multi Agency approach to share responsibility for Child Protection and concerns are supported in house in the first instance, this is known as Early Help.

Inclusion and Equal Opportunities

The school identifies children with SEN at the earliest opportunity through observation and other appropriate diagnostic assessments. Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully.

This includes children that are more able and those with specific learning difficulties and disabilities.

Parents are involved at all stages. Where appropriate, SENCO support and advice and outside agencies are involved. The school's Inclusion Manager is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

A child identified as having SEN will often experience a differentiated curriculum, which meets his/her needs.

In line with the school's Equality Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes

Monitoring and Evaluation

The early years subject leader is responsible for the day-to-day monitoring of the policy.

The headteacher, governors and subject leader ensure that monitoring and evaluations are carried out.

The early years staff regularly review their practice and evaluate outcomes and use this information to agree future actions.

Areas identified for development will be incorporated into the School Improvement Plan in the form of specific action plans.

The policy will be reviewed every two years or earlier if appropriate.