



EARLY YEARS FOUNDATION STAGE POLICY

Introduction

The Early Years Foundation Stage at Charlton Horethorne CE Primary School applies to children from the start to the end of Reception year. In our school, all children move to the Reception class 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 starts at the beginning of Year 1. The Early Years Foundation Stage is fundamental in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Early Years Foundation Stage.

Children joining our school may have already learnt a great deal. Many have been to one of a range of settings that exist within our 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 provides a rich and stimulating environment accessible for all;
- 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.

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 Charlton Horethorne 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 and rewards to encourage children to develop a positive attitude to learning.

Positive Relationships

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

Enabling Environments

At Charlton Horethorne CE Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's

interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

The Learning Environment

Ladybird Classroom is 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 classroom is set up in learning areas, where children are able to source equipment and resources they need independently.

The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, Social and Emotional Development;
- Physical Development;
- Communication and Language;
- Literacy;
- Mathematics;
- Understanding the World
- Expressive Arts and Design.

We aim to deliver all the areas of learning through planned, purposeful play, with a balance of adult-led and child-initiated activities.

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 Early Years Foundation Stage just as much as they do to the teaching and learning in Key Stages 1 and 2.

The more general features of outstanding practice in our school that relate to the Early Years Foundation Stage 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 young 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 Early Years 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 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 Early Years Foundation Stage.

Inclusion in the Foundation Stage

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.

In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that our children have the best opportunity to meet the Early Learning Goals by the end of the Foundation 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 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 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. This may involve referral to external agencies.

The Early Years Foundation Stage Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Development Matters in the Early Years Foundation Stage (EYFS). The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

During the Reception year, the children will have access to daily Literacy, Mathematics and Phonics sessions as well as many additional sessions throughout the week that are based on various areas of learning.

The EYFS provides the basis for planning throughout the Early Years Foundation Stage. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those who may be working towards the National Curriculum.

Play in the Foundation Stage

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.

Assessment in EYFS

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observations, and this involves the teacher and other adults as appropriate.

During the children's year in the Reception class, the teacher makes observations and assesses the ability of each child using the EYFS Profile linked to the Early Learning Goals. We use this information to modify the teaching programme for individuals and groups of children and to identify patterns of attainment within the cohort of children. We share the profile information with parents at parental consultation meetings each term. The results of these assessments are sent to the LA.

Observation notes, photos and samples of each child's work are kept and analysed during the school year. This follows the school's policy on assessment and monitoring children's progress and offers opportunities to identify any learning gaps or additional needs the child may have.

Progress is shared with parents to make them aware of the child's strengths and development needs and targets to give details of the child's general progress. Parents are given a record of their child's progress and can access this through our online portal *Tapestry*.

The Role of Parents

We believe that all parents 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:

- Talking to parents about their child before their child starts in our school;
- Children having the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts in Reception;
- Offering parents regular opportunities to talk about their child's progress;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Having flexible admission arrangements as the child starts Reception that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- 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 in a variety of forms. We invite parents to discuss the kind of work that the children undertake in the Foundation Stage.

Resources

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. We regularly review the resources on offer and update them accordingly to provide an up to date and stimulating curriculum.

Member of staff with Lead Responsibility for this policy: **Mr Phillip Sales (Head of School)/ Mrs Helen Free (EYFS Leader)**

Governing Body responsibility: **Mr Stephen Fisher (Chair)**

Approved by Governing Body in: **December 2018**

Reviewed: **December 2020**