

Early Years Foundation Stage (EYFS) policy



Approved by:	Maria Allard and Rebecca Allard	Date: September 2021
Last reviewed on:	September 21	
Next review due by:	September 22	

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Intent:

We intend to provide children with opportunities to: experience, explore and understand the awe and wonder of the world through:

* Developing high levels of communication and language skills – actively promoting language and building a bridge to combat the vocabulary gap.

* Developing high levels of confidence, independence, resilience and pupil led learning through high quality activities which promote: enquiry, creativity and problem solving.

* Developing the ability to read accurately for pleasure as well as for purpose, by using phonics to decode unknown words and reading others by sight.

* Developing a deep understanding of basic number skills in order to build on these throughout the rest of school.

2. Legislation

This policy is based on requirements set out in the 2021 Statutory Framework for the early years foundation stage.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. Structure of the EYFS

In our school, the children join us the term after they turn three, if space is available. Therefore, this can result in three intakes during the school year: Autumn term, Spring Term and Summer Term. (Compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins for our children at the beginning of Year 1. We offer both morning and afternoon sessions for FS1 depending on numbers, as well as 30 hours provision and additional top ups

In FS1 session times are 8.45 – 11:45 & 12:00 – 3:00

For children who access 30 hours provision hours are 8:45 – 2:45

In FS2 the times are 8:45 until 3:00.

FS1 and FS2 are both taught by qualified teachers and supported by TAs according to the ratios set out in the EYFS framework and the needs of the children.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

The Foundation Stage is important in its own right in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. In addition to teaching and offering opportunities for children to develop in the specific areas.

We have developed a long term planning with our intent at the forefront of our minds and the knowledge we hold of the children who attend our provision; their needs, their background experiences and what they need to be ready for key stage one.

Our medium term planning is developed using development matters and our own progression documents, in order to ensure most children, meet the early learning goals by the end of the foundation stage.

Short term planning is done according to teachers' needs and preferences, taking into account up-to-date knowledge of the children's levels, interest and stage of development of each child in our care, we use this information to plan a challenging and enjoyable experience. Planning meetings are regularly held with FS1 and FS2 teachers to ensure progression is achieved throughout the foundation stage. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

The learning environment both inside and outside are changed on a cycle to reflect current topics and objectives and also to reinforce past work to ensure this is embedded in children's long term memories.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. All children have the opportunity to go outside

during the day, where there are planned activities linking to objectives been taught inside as well as resources to enhance child led play.

As children grow older, and as their development allows, the balance between adult led and child led gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

There is daily discrete phonics in both FS1 (In the summer term) and FS2, we follow RWI.

5. Assessment

At Fullerton, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. We record these assessments on EMAG and keep a topic book for each child with examples of their work (both adult led and independent) in.

Pupil progress meetings take place three times a year where staff review the ongoing collection of formative assessment and make summative assessments based on these and on the knowledge of the children. This is then used to inform future interventions and plan further work in areas needed.

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

- Emerging
- Expected

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We believe that all parents have a very 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.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs, this does not however stop parents from communicating with anyone about their child and we have an open door policy where parents can talk to anyone of us within the setting about their child.

We also carry out the following actions to develop good school and parental links:

- * Meetings with 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 with us;
- * Offering parents regular opportunities to talk about their child's progress and contribute to assessment documentation;
- * Formal open evenings three times a year at which the parent and the teacher discuss the child's progress in private.
- * Parents receive a report on their child's attainment and progress at the end of the school year;
- * There is regular communication between home through class dojo.
- * Share praise and achievements through weekly family assemblies.
- * Parents are invited and encouraged to join us in our school worship at the local church.
- * Parents are invited to 'how your child learn' mornings where activities to support children's learning at home are shared. (Phonics and maths workshops.)
- * Parents are invited into stay and play activities throughout the summer term.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. As well as having specific collection procedures. Which are, that if the child is getting collected from school by someone unknown to school we operate a password system. The adult has to provide us with the password before the child is released to them. Parents are asked to inform us in advance if someone different is collecting their child.

8. Behaviour

In EYFS we follow the whole school's behaviour policy as well as developing more bespoke rewards depending on the current cohort and interest of the children. If there is a significant issue with behaviour we speak openly to parents and complete early help referrals, CDC or educational psychologist referrals if deemed necessary.

9. Induction / Transitions

We believe that there needs to be a period of induction to help make new children and their parents feel comfortable about entering their new environment. We do this through:

- inviting all parents to an induction meeting during the term before their child starts school;
- key workers attempting to visit all children in their Foundation Stage 1 setting, or in their home setting prior to their starting school;
- the children having the opportunity to spend 5 days in the Foundation Stage 2 class with their new teacher before starting school;
- the children having the opportunity to spend 2-3 mornings in the Foundation Stage 1 class with their new teacher before starting school;
- the children having the opportunity to join us for dinner, during their morning visits to the Foundation Stage 2 setting;
- Transitioning from FS2 to year 1 children have the opportunity to go into year one prior to the term they move up. Both the FS2 teacher and the year one teacher meet and go through each child's profile to ensure the year one teacher has an understanding of the best fit within the profile for each child. So ultimately they understand each child's strengths and areas for development.

8. Monitoring arrangements

This policy will be reviewed and approved by Head of School every 3 years.