

	Name of School	Terrington St Clement Community School
	Policy review Date	April 2024
	Date of next Review	April 2027
	Who reviewed this policy?	Katie Adams
	Date approved by Governing body	to be agreed summer 2024

Early Years Foundation Stage (EYFS) Policy

1. Aims

This policy ensures:

- Children access a broad and balanced curriculum which 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 every child makes good progress and no child gets left behind
- Close working partnership between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

In EYFS at Terrington St Clement Community School we:

- 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 which 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/carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- 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.

2. Legislation

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) that applies from September 2021.

3. Structure of the EYFS

We have two classes: Oranges and Lemons plus an additional classroom base, Limes. We also have access to an outside area and garden.

F1 (nursery-aged) and F2 (reception-aged) children are mixed across the two class bases.

Each class base has a qualified class teacher + 1 assigned class TA. The remaining staff support groups of children across both classes to provide small adult:child ratios, specific curriculum area activities and access to outdoor areas and activities. This in turn enables us to provide a wider curriculum of activities with higher levels of contact with adults during most sessions where staffing allows.

In addition to this, we also have one session of music with a specialist music teacher and planned PE sessions in addition to the physical development activities within our curriculum provision each week.

4. Induction Process

During the Summer Term, prior to starting school the following September, the following is provided to all our new intake families:

- Foundation staff will liaise with pre-school settings from which September's intake will be taken. They will speak with their Key Worker. If it is deemed in the child's best interests staff will visit the child in their current setting.
- We will hold an information meeting for parents/carers and children prior to their child starting school, to give the necessary information and allow them to familiarise themselves with the school, and get to know the Class Teacher and Teaching Assistants.
- We will hold an event during the summer term where parents/carers and children will have the opportunity to visit school and meet each other.
- Information packs will be sent to all families and further information shared on the website welcoming new intake to our school.
- Staff will conduct doorstep visits towards the end of the summer term to make contact once again with families and provide a 'getting to know you' summer activity pack that will be shared in school at the start of term.

When children join the school in September the following procedures will apply:

- Some F1 (nursery-aged) may only attend some of their planned sessions to begin with and build up gradually over the term or terms. These will have been agreed prior to starting. Any changes must be agreed prior to each half term starting.
- All F2 (reception-aged) will attend full time from day one unless staff and parents or carers agree that it is not in the best interest of an individual child.

In the first few days and weeks we establish rules and routines to enable children to become settled, build relationships with staff and their peers and become independent within sessions where appropriate. We also focus strongly on the 3 prime areas: Communication and Language, Personal, Social and Emotional skills and Physical Development.

5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

5.1. Planning and Teaching

Good planning is the key to making children's learning effective, exciting, varied, challenging 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 planned topics and the children's interests. These plans are used by the EYFS team as a guide for weekly planning.

At Terrington St Clement Community School, we value learning through play and do not make a distinction between work and play and use the term being 'busy' when we talk about self-directed and independent activities. Staff plan activities and experiences for each area of learning and development to enable children to develop and learn effectively. This is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We have a strong focus on the 3 prime areas. Staff respond to each child's emerging needs and interests, and use this to challenge and guide their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts to help children prepare for more formal learning, ready for year 1.

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.

6. Assessment and Observations

At Terrington St Clement Community School, as an integral part of our learning and development process we make regular ongoing assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in EYFS takes the form of observation and short tasks and this involves the teacher and other adults as appropriate to observe to identify children's level of achievement, interests and learning styles. These observations are recorded and form part of the child's Learning Journey and inform future planning and assessment. Parents/carers will regularly have access to their child's Learning Journey and opportunity to meet with class teachers to discuss. Some of this information is also communicated via the F2 reading diaries, F1 Home/school Link Up sheets and Marvellous Me messages on a regular basis.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the [Development Matters Guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. Inclusion and Equal Opportunities

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. Personal Assess Plan Do Review (ADPR) will identify targets in specific areas of learning for those children who require additional support. External intervention and support will be arranged as necessary.

In line with the school's Equal Opportunities 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.

8. Working with parents

We recognise that children learn and develop well when there is a strong partnership between EYFS staff and parents/carers. Parents/carers are a child's first and most enduring educators and we aim for the school and parents/carers to work closely in EYFS. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

Each child's key person is their class teacher who is supported by the staff within the EYFS team and together will help to ensure that each child's learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We will develop this working relationship between the school and parents/carers as follows:

- We will provide open sessions for parents/carers to spend time with their child in session to look at their Learning Journey books.
- We will provide information early in the year to explain to parents how we teach reading, writing and Mathematics and how they can support this at home.
- We will provide regular updates on progress and next steps and information related to how they can support this at home.
- We will publish a curriculum plan on our school website detailing the areas of learning and the overarching themes for the terms.
- We will operate an “open door” policy that will allow parents/carers to discuss concerns and developments in an informal manner. Also, if teachers have concerns about the progress of a child, they will immediately approach parents/carers to discuss them.
- We will conduct two parents’ evenings throughout the year to discuss how the child is settling and the progression they are making.

9. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Terrington St Clement Community School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Terrington St Clement Community School we:

- Promote the welfare of children
- Promote good oral health, for example by talking to children about: the effects of eating too many sweet things and the importance of brushing your teeth.
- As well as good health in general, in the early years by preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

10. Monitoring arrangements

This policy will be reviewed and approved by Miss K Adams, (EYFS lead) regularly.

At every review, the policy will be shared with the Learning & Achievement Committee of the Governing Board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy and emergency evacuation policy.
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and Child Missing Education Policy.
Procedure for dealing with concerns and complaints	See complaints policy