

Early Years Foundation Stage policy

TERRINGTON ST CLEMENT COMMUNITY SCHOOL

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

1. Aims

“Every child deserves the best possible start in life and support to reach their full 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 its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

‘Early Years Foundation Stage Profile’

Department for Children, Schools and Families 2012

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 partnership working 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

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

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

Each class has a qualified class teacher + 1 assigned class TA. The remaining staff then support with 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 afternoon of music with a specialist music teacher, two planned PE sessions a week and planned ICT access to computers once a week (technology in EYFS also includes use of programmable toys and use of every day technology within role-play) .

Induction Process

During the Summer Term, prior to starting school the following September, the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken. They will meet the child and speak with their Key Worker. If this is not possible, then a telephone conversation will take place.
- We will hold an information evening for parents 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.
- The children will also be invited into school to spend some time in the EYFS environment and have a chance to experience school life. This happens over a two-week period in the second half of the summer term with two one-hour sessions per day.

Children, parents/carers and other key family members who maybe be responsible for collecting or dropping children off are welcome to visit and spend time with us. This is also an opportunity for parents/carers to ask questions and find out more about school life.

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 on developing Personal, Social and Emotional skills and Communication and Language. The children do this through small world and play. Adults interact with children and join in their play. Language is modelled and children are encouraged to play together and co-operate. Children are then encouraged to negotiate and talk through any issues arising and resolve these with very limited adult intervention as the term progresses.

During these first few weeks we establish baseline information of key skills for F2 to inform their EYFS profile and next steps and these are shared with parents/carers during the first parents' evening of the year.

4. Curriculum

Our EYFS follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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.

Planning, Teaching, Observations and Assessment

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 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. 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.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding 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.

We make regular 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 future planning and assessment. Some of this information is also communicated via the child's reading diary for F2 children and the F1 Sharing Information with Home sheets on a regular basis.

Parents/carers are given the opportunity to meet with the class teachers twice a year and, at the end of the third term, we provide a written report. Class teachers complete the EYFS profile for each child. Every child is assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development
Exceeding expected levels or,
Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents/carers and the results of the profile are then shared with parents and/or carers in the written report at the end of the year.

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 Support Plans 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.

5. 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 hold a parent information evening 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 publish a curriculum plan on our school website detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents/carers to discuss concerns and developments in an informal manner. Also, if EYFS 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.

6. 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 health, 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.

7. Monitoring arrangements

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

At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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