



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care
towards all



*Pride in myself; Pride in my work;
Pride in my school; Pride in my community*

Glascote Primary Academy

Early Years Foundation Stage Policy 2019-2020

1 Introduction

- 1.1 The Early Years Foundation Stage within school extends from the age of four to five years, the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 The Early Years Foundation Stage (EYFS) is important in its own right, and also in preparing children for later schooling.
- 1.3 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in 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 offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2 Aims and objectives

- 2.1 The curriculum of the EYFS underpins all future learning by promoting and developing:
 - personal, social and emotional well-being;
 - positive attitudes and dispositions towards learning;
 - social skills;
 - attention skills and persistence;
 - language and communication;
 - reading and writing;
 - problems solving, reasoning and numeracy;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

3 Teaching and learning style

- 3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in Key Stage 1 or 2.
- 3.2 The more general features of good practice in our school that relate to the EYFS are:
- the partnership between Reception staff and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
 - the understanding that Reception staff have of how children develop and learn, and how this must be reflected in their teaching;
 - the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
 - the carefully planned curriculum that helps children achieve their potential by the end of the EYFS;
 - 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 space, facilities and equipment, both indoors and outdoors;
 - the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
 - the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
 - the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
 - the regular identification of training needs for all adults working within the EYFS.

4 Play at the Foundation Stage

- 4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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.

5 Inclusion at the Foundation Stage

- 5.1 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 we are planning for their learning (**see school policy on inclusion**).
- 5.2 During Reception, we set realistic and challenging expectations and targets aimed at the needs of our children, so that most achieve a Good Level of Development (GLD) by the end of the EYFS. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- 5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid 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 providing support (such as speech therapy), as necessary.

6 The EYFS curriculum

- 6.1 Our curriculum reflects the areas of learning identified in the EYFS document/ Development Matters. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.
- 6.2 The new EYFS guidance (Development Matters) is the curriculum that continues from birth to 60+months (5 years). It encompasses the objectives stated in the new Primary Frameworks for both Literacy and Numeracy. Teachers address these requirements in a flexible way at first, but by the end of the EYFS, as part of the smooth transition to Key Stage 1, children are experiencing both Maths and English including phonics and Reading within a range of whole class and adult led activities within the continuous and enhanced provision.
- 6.3 The EYFS provide the basis for planning throughout Foundation. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes, for children working towards fulfilling their potential.

7 Assessment

- 7.1 The EYFS Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of Reception, and to summarise their pupils' progress towards the EYFS. "Early Excellence Assessment system" will be used to record information and achievement in line with government guidance prior to 2016 deadlines. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment within Reception takes into account a range of evidence with the main focus taking the form of observations by the Reception staff. The collection of assessment data in the Early Excellence is a statutory requirement.
- 7.2 During the first term in the Reception class, the Reception staff assesses the ability of each child, using the EYFS Profile (Development Matters Document) in Learning Journeys. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the EYFS Profile at our parental consultation meetings and on an ongoing basis. Staff will also use NFER baseline assessment test to form a baseline for future assessments in literacy and maths.
- 7.3 At the end of the final term in Reception the children are assessed using the early EYFS Framework Early Learning Goals (ELG) to ensure that they attain a GLD by the end of Reception. We send a summary of the profile assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings.

- 7.4 The Reception staff keep evidence files for all children along with a teacher assessment Learning Journal, and use these to gather and record a range of evidence that allow completion of the EYFS Profile.
- 7.5 Parents receive an annual report that highlights their child's progress in each area of learning and their end of EYFS attainment with added teacher comments. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

8 The role of parents

- 8.1 We believe that all parents have an important role to play in the education of their child. We therefore 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;
 - visits by the teacher to as many children as possible in their Nursery/playgroup/Pre-school setting prior to their starting school;
 - opportunities given to the children to spend time in their new classroom before starting school in September;
 - inviting all parents to an induction meeting during the Summer term before their child starts school in September;
 - offering parents regular opportunities to talk about their child's progress in our Reception class;
 - encouraging parents to talk to the teacher/Nursery Nurse if there are any concerns;
 - arranging for children to start school gradually over the first two weeks of term, so that the teacher can welcome each child individually into our school;
 - encouraging parents to stay if there are problems with the child's admission;
 - offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
 - providing various activities that involve parents, i.e. regular communication with home through the child's school diary, inviting parents to numerous occasions across the school year such as parent/teacher consultation evenings (termly), performances including Parent Assemblies, Open Days, and Family lunches.

- 8.2 There is a formal meeting for parents at the end of the Reception year during which the child's progress against the EYFS Profile is discussed in private with the teacher.

9 Resources

- 9.1 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. There is a mix between adult-lead and child initiated activities. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10 Documentation

See also the following documentation/policies/procedures:

- 10.1 Settling in policy (specific to Reception)
- 10.2 Collection policy (specific to Reception)
- 10.3 Transition to Year 1 (specific to Reception)

- 10.4 Annual Risk Assessment (specific to Reception)
- 10.5 Behaviour and Discipline (School policy)
- 10.6 SEND (School policy)
- 10.7 Curriculum (School policy)
- 10.8 All other school policies
- 10.9 Medication Policy (whole school policy)

Reviewed by: E.Bowers

Date: September 19

Approved by:

Date:

Next review due: September 2020