

# Early Years Foundation

## Stage Policy

Kilby St. Mary's C of E  
Primary School



**Adopted by Governors and Staff on .....**

**Reviewed on .....**

## **Introduction**

### Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is important in its own right for preparing children for later schooling. At Kilby St. Mary's C of E Primary School we believe that this stage lays the foundations for each child's future learning and is therefore a very significant time.

At Kilby St. Mary's, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The Early Years Foundation Stage profile handbook sets out what is typically expected of most children by the end of the Reception year at school.

## **Aims and objectives**

Within Early Years education we offer our children learning that is based on the following principles. We:

- Build on what each child already knows and can do;
- Are inclusive to all groups of learners and individuals, taking into account children's backgrounds, ethnicity, gender, EAL and SEND.
- Provide a rich and stimulating environment, including challenging, exciting and imaginative indoor and outdoor learning environments.
- Provide a wide range of opportunities for independent learning, adult-directed learning, adult-led learning and child-initiated learning.
- Encourage parents and carers to become involved in their children's learning.
- Provide a positive, supportive environment where children feel safe and secure to learn.
- Develop positive attitudes towards learning from an early age.
- Give children a wealth of knowledge based on the Early Years Foundation Stage seven areas of learning.
- Provide an extensive range of opportunities for assessment in well thought-out and detailed planning.

The EYFS is based upon four principles:

- A unique child: developing resilient, capable, confident and self-assured individuals.
- Positive relationships: supporting the children in becoming strong and independent.
- Enabling environments: where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing: an acknowledgement that children learn in different ways and at different rates.

### **A Unique Child**

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, golden time for good behaviour, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs (SEN)**

All children and their families are valued at Kilby St. Mary's Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's Headteacher is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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.

### **Dyslexia friendly**

In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

### **Welfare**

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. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"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 Kilby St. Mary's Primary 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 2012. We understand that we are required to:

- promote the welfare and safeguarding 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.

### **Positive Relationships**

At Kilby St. Mary's Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. 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 school full-time;
- the children have the opportunity to spend time with their teacher before starting school during 2 half day sessions;
- support children through the transition from pre-school to Reception with the children attending part time during the first two days. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to an induction meeting during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year 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;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: reading sessions, celebration assemblies, school visits, curriculum days - Decorations day, Harvest Supper etc...
- written contact through home school diary as well as the acknowledgement that parents can ring school to contact teachers and LSA's.
- informing parents fortnightly about children's learning through a newsletter

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discreet areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest.

Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the 2 Simple Program.

Play-based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

## Learning and Development

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 17 children.

### **Curriculum in Early Years Foundation Stage**

There are seven areas of learning and development, of which three are "prime areas," and four are "specific areas."

The prime areas are:

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

The specific areas are:

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

Planning and guided children's activities will reflect the different ways in which children learn and put these areas into practice. At Kilby St. Mary's Primary School we support children in using the three characteristics of effective teaching and learning. These are;

- **Playing and Exploring** - children investigate and experience things, and 'have a go';
- **Active Learning** - children concentrate on both enjoying their achievements and keeping on trying if they encounter difficulties.
- **Creating and Thinking Critically** - children develop and link their own ideas, and formulate strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

The characteristics of effective learning describe factors which play a central role in a child's learning, helping the child become an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and

underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

The objectives within the EYFS handbook provide the basis for planning throughout the foundation stage. Medium-term plans are topic based and identify the intended learning outcomes for children during this period. In addition, indoor/outdoor independent learning and adult-directed planning are completed on a weekly and daily basis, highlighting the objectives for the week and the activities that children will take part in to achieve these objectives. The school makes use of learning activities outside the classroom, where a planned programme of appropriate activities takes place at all times of year.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SEN Co-ordinator in order to access Special Educational Needs support.

At Kilby St. Mary's Primary School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led, child 'To do' and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

Religious Education is also taught in the reception classes in accordance with our Leicestershire guidelines.

## **Assessment**

Assessment within Early Years Foundation Stage is an important and valuable tool which helps teachers to identify the needs of individual children and groups of learners in order to plan the next steps of their learning.

### **Assessment in Early Years Foundation Stage:**

We use the Early Years Foundation Stage handbook. This is a nationally employed assessment tool which outlines the objectives within each of the seven areas of learning. This document is a vital tool when planning for and assessing children's progress and attainment. This is done by reference to the appropriate statements in Development Matters, which lists all the age appropriate objectives within each of the seven areas of learning. Tracking pupil progress informs planning and next steps for individual children, identifying those who are performing at the expected level, those who are below and those who are above the expected level each term. Assessment in Early Years Foundation Stage takes the form of observations of child-initiated activities at school, evidence from home and evidence gathered from teacher-directed tasks.

### **Baseline Assessments:**

In order to measure children's progress, during the first few weeks in Reception the teacher assesses the ability of each child on entry. A brief initial assessment of their knowledge of number and sounds is followed by a baseline assessment of the seven learning areas through well thought out learning opportunities and observations. Baseline observations are informed by the document 'Individual Child Profile: Development Matters in the Early Years Foundation Stage (EYFS)'. These baseline assessments are completed as soon as possible and no later than the end of the first half term for each child.

Baseline assessments allow us to identify patterns of attainment within the cohort and to plan for individual children and groups of children. We use this information to inform planning and to set targets for the children.

### **Observations and Continuous Assessment in EYFS:**

Throughout the year we plan for a range of learning and assessment opportunities. Through

observations and collecting of evidence we are able to establish which objectives and Early Learning Goals each individual child has achieved. We are then able to monitor both progress and attainment.

**Pupil Profiles:** We use Development Matters in the Early Years Foundation Stage (EYFS) and update tracker grids. We keep records of children's learning journeys through 2BuildAProfile and from our evidence and observations we are able to plan for next steps in each child's learning journey. The teacher keeps records for each child, and examples of each child's work, showing developmental stages and progression. We share and discuss observations about children during parents and carers meetings.

**Ensuring Quality Data - Moderation:**

In order to ensure quality assessment, Reception teachers work together with all members of staff through internal moderation with the Headteacher. Training by the borough, and external moderation are important parts of this process.

The borough holds one moderation meeting to which practitioners are asked to bring along work samples to be moderated before end of year data is finally submitted to the borough. In addition to this, an external moderation may be undertaken by the borough, occurring every three years.

After all data is collected and moderated, these assessments are analysed by the borough. All information and assessments are passed on to the child's next teacher who uses this information to plan for the year ahead. We share this information at the end of the year with parents when they receive their child's report.

### **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Health and Safety**

At Kilby St.Mary's Primary School, there are clear procedures for assessing risk (see Whole School Risk Assessment Policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS

Risk Assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS Risk Assessment must be read in conjunction with other relevant whole school policies (see EYFS Risk Assessment)

In line with the EYFS statutory framework 2018, at Kilby St. Mary's Primary School we undertake;

- A whole school medicines policy specifying that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Kilby St Mary's Primary School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2018)
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- Each class receives a healthy snack (fruit) daily
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). All Teaching staff and assistants are first aid trained.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating on how cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use. There is one mobile phone in class in order to meet the welfare requirements of a child that may need urgent medical attention.
- Appropriate clothing: Staff are expected to wear clothing that makes it easy for them to get to a child's level and play and engage with children at floor level.

## Transition

### **From Pre-school /Feeder settings**

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to an interview to ensure that they know about school procedures and to raise any concerns that they may have.

- The children are invited to two separate visits to their reception class. Both visits are without parents, who are invited to an informal meeting with the EYFS teacher later in the year.
- Members of staff from Kilby St. Mary's Primary School make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

### **From Reception Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes ongoing observation, all relevant records held by the setting, discussions with parents, carers and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile Report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.