



We Inspire to Aspire

EYFS Policy

Reviewed & Amended: November 2021

Next Review: November 2022

Rivers Primary Academy

Early Years Foundation Stage Policy

1 Introduction

1.1 The Foundation Stage applies to children from three years of age to the end of the Reception year. Children are offered a morning or afternoon place in the Nursery as soon as a place is available after their third birthday. We do three intakes throughout the year: September, January and April (see admission policy for exact dates.) In our school, Reception children join us at the beginning of the school year in which they turn five (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. The Foundation Stage is important in its own right, and in preparing children for later schooling. The EYFS sets out what is expected of most children by the end of the Foundation Stage.

1.2 Most children joining our school have been to one of a range of 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 activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating learning environment.

2 Aims of the Foundation Stage

2.1 The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being;
- Positive attitudes and dispositions towards their learning;
- Social skills;
- Concentration skills and persistence;
- Language and communication;
- Reading and writing;
- Mathematics;
- Understanding of the World;
- Physical development;
- Creative development.

3 Teaching and Learning

3.1 The more general features of good practice in our school that relate to the Foundation Stage:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions, the extension and development of play and talk and/or other means of communication;

- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations and adult interactions, which are regularly shared with parents through class dojo and learning journeys. The good relationships between our school and the settings that our children experience prior to joining our school;
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do as a team;
- The regular identification of training needs of all adults working within the Foundation Stage and when applicable the passing on and communication of training between colleagues;
- Adults support and scaffold children's learning experiences.

4 Play in the Foundation Stage

4.1 Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as 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. Children are also given the opportunity to reflect on their play/learning and encouraged to think about what they would do differently in the future.

5 Inclusion in the Foundation Stage

5.1 In our school, we believe that every child matters. We give our children every opportunity to achieve their best. We do this by taking into account all of our children's range of life experiences when planning for their learning.

5.2 In the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, who are more able, who have disabilities, children from all social and cultural backgrounds or different ethnic groups and those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children:

- 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.

6. Foundation Stage Curriculum

6.1 The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the statutory framework for the early years. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

6.2 The EYFS curriculum provides the basis for planning throughout the Foundation Stage. Our long term planning highlights topics we cover in early years and books we use to support learning opportunities.

6.3 There are seven areas of learning that we focus on in the EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding of the World; and Expressive Arts and Designs.

6.4 The Government has now set out how the new Good Level of Development measure will be defined. From 2013, children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:

6.5 The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas, (mathematics and literacy).

7 Assessment

7.1 The children are first assessed when they start, forming our baseline. Baseline in Nursery is based around language, number, personal social and emotional development and physical development. In Nursery children are also assessed through Wellcomm to help us understand their language, communication and their understanding. Reception children complete the statutory baseline on entry. Children are also assessed through the NELi language program. We continue to make regular assessments of children's learning (formative assessment) as this is at the heart of good early years practice, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation (this could be adult led, independent or child initiated). Every adult in the EYFS has an input to the children's assessments as we work as a team in the EYFS and each has the opportunity to observe and support the children's learning. Our assessments are moderated between the team half termly to ensure that there is a consistent and common understanding of the curriculum and assessment procedures.

7.2 Following the implementation of the revised framework, children continue to be assessed against Development Matters. Their progress is tracked towards the ELG to which they will be assessed at the end of Reception. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected) or not yet

reaching this level (emerging). The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

7.3 The children's evidence is kept in a learning journey. Children in Reception have a writing journal. Evidence is based on observations, photographs and children's work. We believe it is important to include a child's voice in observations.

7.4 Parents/carers receive a written report termly, commenting on their child's progress and attainment in relation to each area of learning from our curriculum. They are also given a brief commentary on how their child learns best with reference to the characteristics of effective learning. The characteristics of effective learning underpin and outline how each of the children learn best and play in our foundation stage. The characteristics focus on whether the children are active learners, critical thinkers or engaged in their learning. We complete these at the end of each term. The end of year report, at the end of their reception highlights whether children have achieved the Good Level of Development.

8 The role of parents/carers

8.1 We believe that all parents/carers have an important role to play in the education of their child. We recognise the role that parents/guardians have played, and their future role, in educating the children. We do this through:

- All new children to the school have a home visit prior to their start date (covid guidelines dependent)
- Arranging a visit to the nursery prior to admission;
- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school;
- Inviting all parents to an induction meeting during the term before their child starts school;
- Offering parents regular opportunities to talk about their child's progress;
- Encouraging parents to talk to the child's teacher if there are any concerns. Parents receive a report on their child's attainment and progress at the end of each school year;
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents:
- Offering a range of activities that support the involvement of parents (Phonic workshops, story-telling sessions, celebrations etc);
- Communicating with parents through class dojo.

9 Behaviour and Safety

9.1 Behaviour - See whole school Behaviour Policy.

9.2 E-Safety

- In addition to whole school policy on e-safety, the use of cameras and mobile phones within EYFS is as follows:
- No personal equipment to be used including mobile phones.
- iPads are used to take photos and videos which are then put into the children's learning journeys.

- Staff are given a designated iPad which they have ownership of, these are secured by using a password to log in.

10 Resources

10.1 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. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning. The outdoor area is accessible to the children and resources reflect the learning taking place indoors.

This policy will be reviewed next year (or earlier if necessary)