

# **Early Years Foundation Stage Policy**

**March 2021**

## **Tackley Church of England Primary School**



Our vision for Tackley CE Primary School reflects our commitment to create a school where everyone is important and valued as members of our school and local community. This vision is achieved through our values of curiosity, kindness and responsibility.

These values help us to make good choices about how we lead our lives, and means that we all contribute to our enriched curriculum which places an importance on life beyond the classroom. In school we relate the importance of each individual as a valuable member of our community to the Parable of the Lost Sheep where everyone is included, and everyone is important and valued.

## Early Years Foundation Stage Policy

### Aim

At Tackley School we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. We believe that every child deserves the best possible start in life. We aim to make a significant contribution to that start by helping young children to develop a love for learning which they will carry with them through life.

At Tackley School, we will:

- Provide children with a happy and vibrant foundation which fosters a love of learning.
- Offer stimulating and inspiring provision where children feel safe and secure enough to take risks within their learning and play.
- Offer an enriched curriculum providing children with a wide range of new and exciting experiences.
- Encourage children to develop independence within a nurtured environment.
- Follow the principles of, learning without limits, where the highest expectations for all the children are held and promoted, providing them with an unlimited opportunity for development.
- Develop the children's social and emotional wellbeing through our school values-based curriculum.

### Introduction

Our EYFS setting covers both Nursery (aged 3-4) and Reception (aged 4-5) year groups. All children join our school with a wide variety of experiences and the adults working within the setting build upon that prior learning experience. This is achieved through a holistic approach to learning, ensuring that parents, carers and the Early Years team work effectively together to support the learning and development of each child.

The EYFS is based upon four principles:

- A unique child.
- Positive relationships
- Enabling environments.
- Learning and development.

### The 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.

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
- following the children's interest and planning to further develop their learning through supporting and extending their individual interests.
- observing children's play and learning and recording significant observations in Learning Journeys.
- choosing weekly focus children, where their specific interests, play and learning are observed and adults seek to extend learning.

### Inclusion

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 in challenging stereotypical attitudes.

### Welfare

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers

At Tackley Primary School we understand that we are legally required to comply with certain welfare requirements as stated in Section 3 of Statutory Requirements for the Early Years Foundation Stage (2017)

### Positive Relationships and Partnership with Parents

We support children in our EYFS to build secure relationships and aim to develop caring, respectful relationships with children and their families. We understand the importance of working closely with parents and carers to support the development of every child within our setting. We record regular observations in Learning Journeys which parents are welcome to look through when they drop their child off in the morning. We also encourage informal discussion between parents, and the practitioners within the setting, in order to ensure a complete picture of each child's learning and development.

Three times a year children will be a Focus Child for a week. Prior to this week, a letter is sent home to parents, asking them to record any significant areas of learning for their child and to share any special events that have happened recently for their child. The adults within the setting will then record all significant observations, during this week on a Learning Journey Record Sheet and follow the children's specific interests to further support their development. The following week parents are invited in to a meeting with the practitioners to discuss their child's learning and development and to share the targets identified for their child following on from the observations collated.

A copy of the Focus Sheet is given to parents and put into the child's Learning Journey. We support strong links between home and school through a variety of activities including assemblies, church visits, activity sessions within the setting, performances, parent Forest School sessions and summer picnics.

### An Enabling Environment

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. We recognise that the environment plays a key role in supporting and extending children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and engaging activities and experiences to extend learning.

The Early Years setting is organised to allow children to explore and learn safely and securely, both in the classroom and in our outside space. Our indoor and outdoor learning environment is set up in to different areas where children are able to access their own resources independently.

### The Curriculum

Our early years setting follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) statutory framework

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are viewed 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

The EYFS also includes the Characteristics of Effective Learning. These are regularly assessed through observations and planned for throughout Reception where staff are continuously promoting the development of these skills. The three characteristics are:

- Playing and Exploring: children investigate and experience the environment and what is happening around them and 'have a go'
- Active Learning: children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve

- **Creating and Thinking Critically:** children create and develop their own ideas, make links between different experiences and develop strategies for choosing their own ways to do things

### Teaching and Learning

The development of the children in our Nursery is supported largely through play. They have a group time at the end of each session to sing songs, listen to stories or practice counting.

Children in Reception benefit from a balance of learning through play and more formal teaching. The balance between the two takes into consideration the cohort, the time of year and the children's specific learning needs. Learning through play involves the children following their own interests. Sometimes the adult will become involved in play, extending and further developing learning. At other times play is observed with significant learning moments recorded for Learning Journeys or Focus Sheets. Other adult led activities are taught at key points throughout the year such as planting seeds, cooking and creative activities.

### In the Moment Planning

Adults record significant observations of play on our "In the Moment" planning sheet. This records the initial observation, what the adult then did to move the learning on and what next steps will be taken to develop and extend the learning further. The next steps may happen immediately, the next day or even be carried into the following week. Significant play, next steps and children's particular interests are shared between the Early Years team during weekly planning meetings.

### Specific teaching in Reception

Reception children have phonics teaching at least three times a week. The phonics teaching follows the Read, Write, Inc (RWI) programme. They have daily literacy and maths sessions, the length of which is extended as the year progresses. Reception children also have guided reading sessions three times a week, focusing particularly on developing vocabulary and comprehension skills in small groups.

### Assessment

Adults continuously assess children during their play within the setting. Significant observations of children's development are recorded through written notes or photographs and kept in Learning Journeys or on Child Focus Sheets. Summative assessments are recorded at the end of terms two, four and six and an entry baseline assessment is recorded within the first few weeks of children's entry into either Nursery or Reception. This enables the children's progress to be monitored, and teaching to be tailored, to individual children and their specific needs at the time. Regular RWI phonics assessments are carried out in line with the RWI phonics programme to ensure progress, and that children are working at the correct ability level.

### 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.

As in all parts of the school we ensure appropriate time and resources are accessed for the most vulnerable and disadvantaged pupils by using the pupil premium fund to close the gaps identified in children's learning and development.

### Health and Safety

At Tackley 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, a daily assessment is made of the outdoor area.

In line with the Statutory Framework for the EYFS 2012, at Tackley we undertake:

- A whole school Administering Medicine Policy, which ensures systems are in place to administer medicine and that information about a child's needs for medication are kept up to date. Medicines will not be administered unless prescribed. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescribed medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." A written record is kept each time medicine is administered and the child's parents and/or carers are informed on the same day. (Statutory Framework for the EYFS 2012) See Administering Medicine Policy for full details.
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- The classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). At least one member of staff in the setting has a Paediatric First Aid qualification
- A fire and emergency evacuation procedure and policy
- Staff are not permitted to take photographs or videos with personal mobile phones or cameras.
- Staff are expected to wear appropriate clothing that supports them playing and engaging with children at floor level.

## Transition

### From Pre-school or other providers

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 a meeting to ensure they know about school procedures
- During the Summer term parents are asked to complete an "All about me" booklet. It is used during the Autumn term to support transition and to inform planning
- The children are invited to three separate visits to their Reception class
- Members of staff make visits to the child's existing setting. The number of visits will depend on the child's needs and how much information gathering is required in order to support transition. Wherever possible key people will meet children in their current settings.

### From Reception to Year 1

The Key Stage One staff and Early Years staff work closely together to ensure effective transition from the Reception year into Year One. The Year One teacher visits the Reception children within their classroom in order to join in with their play and build relationships. The Reception and Year One teacher meet together to discuss the Reception children individually, looking at specific learning and development for each child.

In the summer term the Reception children have a transition morning in their new class. For at least the first half term the children join Year One there is close involvement with the Early Years setting. The door to the Year One classroom opens onto the Reception playground and this is opened up each afternoon in order that the Year One children are able to choose whether they join the play in Early Years or participate in the activities in their classroom. This is gradually phased out and the phasing out process is led by the needs of the children.

### Role of the Governing Body

As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to teach the Early Years Foundation Stage Framework, The National Curriculum and the Agreed Syllabus for Religious Education.

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:

- Monitoring information and data about the Foundation Stage
- Monitoring the effectiveness of Foundation Stage teaching

### Monitoring and Review

This policy is a working document. Therefore, it is open to change and restructure as and when appropriate.

This policy will be reviewed bi-annually by the Headteacher.

### Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Statutory Framework for the EYFS, 2012
- Special Education Needs and Disabilities Policy
- Safeguarding Policy
- Forest School Policy
- Personal and Intimate Care Policy
- Risk Assessment Policy
- Administering Medicine Policy

**Lydia Malone**  
**March 2021**