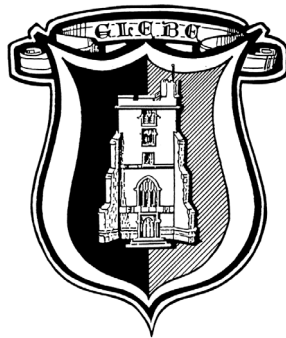


Glebe Primary School

With Enhanced Provision for the Hearing Impaired

Early Years Foundation Stage Policy



Date reviewed	July 2021
To be reviewed	Autumn 2023

Glebe Primary School – Early Years Foundation Stage Policy

'The EYFS statutory framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.'
(Early Years Foundation Stage Profile, 2020)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Glebe Primary School children start at our Nursery the term after they turn 3. We offer 30 hour provision with morning and afternoon sessions. The duration of each session is three hours. Children are admitted to our Reception classes in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Glebe Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We adhere to the Statutory Framework of EYFS and the four guiding principles that shape practice within early years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and confident through **positive relationships**
- Children learn to develop well in **enabling environments**, in which experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates.**

Three characteristics of effective teaching and learning are:

- **Playing and exploring** – children investigate and experience things, and 'have a go.'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Development Matters 2020)

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide intervention for those who require additional support
- Work in partnership with parents/carers and within the wider context of the school community
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities which are adult initiated, child initiated or supported by the adult
- Provide a secure and safe environment indoors and out.

Early Years Foundation Stage Curriculum

Through the activities, resources and interactions with their peers and adults, children are encouraged to investigate, problem solve, ask questions and explore in order to learn. We aim to have children who are inquisitive, independent, happy and

enthusiastic learners who are prepared with the skills they need to tackle the next phase of their education.

All seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These are the three **prime** areas:

- Communication and Language
- Physical development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children have whole group and small group times. There are times for daily phonics, shared reading, writing and mathematics when children are in the Reception year.

The curriculum is delivered using a play based approach. We plan a balance between children having time and space to engage in their own child-led activities and those that are planned by adults. During children's play, adults interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect on these in our practise.

We create a stimulating environment to encourage children to learn both indoors and outdoors.

Observations

Foundation Stage staff use observations as the basis for planning and assessment. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's online learning journeys (Tapestry)

Assessment

'Effective assessment can only take place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts.'

During the first half term in both Nursery and Reception, the teacher assesses the ability of each child using observations. These observations allow the EYFS team to have a starting point for the cohort/ individual children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the foundation stage.

We record each child's level of development against the early learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of data in the Foundation Stage Profile is a statutory requirement.

At the end of the EYFS, parents receive an annual written report. This report highlights the child's strengths and areas that they are currently working on as well as details of their general progress and school involvement. The report also provides parents with Foundation Stage Profile assessments for each of the seven areas of learning.

At the end of Nursery, the parents receive a report with information about development in each of the seven curriculum areas and the age band that they are working in.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We do this through:

- Talking to parents/carers before their child starts school at our induction meetings
- Teachers liaising with / visiting local preschool providers prior to children starting school
- The children having the opportunity to spend time with their teacher and new class friends before starting school during the induction sessions (stay and play)
- Offering parents regular opportunities to talk about their child's progress at parent consultations
- Promoting the ethos that parents are always welcome to talk to the adults that work in school about their child
- Parents are provided with a log in for their child's online learning journeys and are encouraged to contribute to it.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. concerts, sports day etc.
- Hosting parent workshops linked to Communication and Language, Literacy/Phonics and Mathematics.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Nursery – Parents of all children starting in the next term will be invited to an induction meeting to meet their child’s teacher and other key staff. Children also have ‘Stay and Play’ opportunities where they can meet other children, become familiar with the environment and meet key staff who will be working with them. The parents are invited in to have a 1-1 meeting with the teacher as part of our transition of getting to know the children.

Starting Reception – Parents of all children starting in the next academic year will be invited to an induction meeting in the summer term to meet their child’s teacher and other key staff.

Children have classroom visits prior to starting school. 1-1 meetings with parents will also be undertaken during the start of the Autumn term where staff will complete a questionnaire with parents to establish key information about their child.

Staggered entry - September intake – Nursery children will start from the first full week of the Autumn term for their requested sessions.

Reception children will have a staggered entry in the Autumn term over a two week period then full time from then on.

Safeguarding and welfare

‘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.’ (Statutory Framework for EYFS 2020)

At Glebe Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2020.

- To provide a setting that is welcoming, safe and stimulating where children grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children’s state of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Monitoring, Evaluating and Review

Regular monitoring and continuous professional development ensures that the quality of provision is maintained and developed to further support the pupils to maximise progress, keeping learning exciting, fresh and innovative.

The Headteacher and Senior Leadership Team will monitor the Early Years Foundation Stage within the school regularly. The implementation of the policy will be monitored and evaluated by the Headteacher.