



Early Years Foundation Stage Policy

Date of Policy: Autumn 2011

Policy Review date: Autumn 2014

Signed (Chair of Governors):

Signed (Headteacher):

Date:

Clapham Terrace Community Primary School and Nursery

Early Years Foundation Stage Policy

1 Introduction

- 1.1 The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year and the beginning of Key Stage 1. Entry into our primary school, into reception year, is at the beginning of the school year in which a child turns five, although compulsory schooling does not begin until the start of the term after a child's fifth birthday. Entry into our Nursery Class is the term following the child's third birthday.
- 1.2 The EYFS is most crucial in every child's development, and during these years most basic skills and attitudes to learning and socialising are established. As the name suggests, it lays many of the foundations which the later key stages in our school build upon. The EYFS is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The curriculum should be seen as part of a continuum of learning which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner.
- 1.3 Children joining our school have already learnt a great deal. Most have been learning in one of the various pre-school settings in our local community. The continuing early years education we offer our children is based on the following principles:
- it builds progressively on what our children already know and can do, and seeks to relate starting points for learning to the child's own experiences;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a wide 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.
- 1.4 A revised national curriculum for the EYFS was the subject of further consultation by the Department for Education (DFE) in September 2011. The new curriculum is due to be published in February 2012, for implementation in September 2012. This policy will need to be reviewed and revised in the light of the new curriculum.

2 Aims and objectives

- 2.1 Our curriculum for the last year of the EYFS aims to:
- underpin all future learning;
 - promote and develop personal, social and emotional well-being;
 - ensure that our children have positive attitudes and dispositions towards learning;
 - develop good social skills;
 - enable children to learn skills of attention, concentration and persistence;
 - place language and communication at the heart of learning;
 - lay the foundation for fully proficient reading and writing;
 - develop early mathematical skills and concepts;
 - enable age-appropriate knowledge and understanding of the world in which children live;
 - promote healthy physical development;
 - enable children to be creative in their responses to their world and in their development of skills.

3 The Early Years Foundation Stage Curriculum

- 3.1 The national EYFS curriculum, which precedes the National Curriculum for Key Stages 1-4 (5 to 16 years), consists of six Areas of Learning:
- Personal, Social and Emotional Development; this comprises:
 - Dispositions and Attitudes

- Social Development
- Emotional Development
- Communication, Language and Literacy; this comprises:
 - Language for Communication and Thinking
 - Linking Sounds and Letters
 - Reading
 - Writing
- Problem Solving, Reasoning and Numeracy; this comprises:
 - Numbers as Labels and for Counting
 - Calculating
 - Shape, Space and Measures
- Knowledge and Understanding of the World;
- Physical Development;
- Creative Development.

3.2 None of these areas of learning and development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

3.3 For each area of learning there are statutory Early Learning Goals. These establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning in our Reception year. By the end of the year, some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language. We use the detailed guidance set out in the *Practice Guidance for the Early Years Foundation Stage*.

3.4 The school makes full use of the outdoor classroom, where a planned programme of appropriate activities, complementing and extending the indoor learning activities, takes place at all times of year. Children wear suitable clothing at all times.

4 Teaching and learning

4.1 The features of effective teaching and learning in our school are described 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.

4.2 The more specific features of good practice in our school that relate to the Foundation Stage are:

- the very close partnership between teachers and parents/carers that helps our children to feel secure and confident at school, and to develop a sense of well-being and a self-image of themselves as learners;
- the understanding that teachers have of early child development, how this relates to their learning 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;
- a generally 'play-based' curriculum, which provides rich and varied opportunities for 'small world' play, using toys and models which replicate real life activities, and for role play, involving areas inside and outside the classroom which simulate real life situations and provide opportunities for dressing up and pretending;
- a very strong emphasis on speaking and listening, and seeking every opportunity to talk with children about their learning, and listen and respond to them;

- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS;
- ensuring that children take part in activities that build on and extend their interests, developing 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 and carers;
- the good relationships between our school and the other settings in which the children have been learning before joining our school;
- the regular identification of training needs for all adults working with our Reception children.

5 Play in the EYFS

- 5.1 Through play, children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, model real life, learn how to exercise self-control, and begin to understand the need for social rules, such as turn-taking. They have the opportunity to think creatively both alongside other children and on their own. Crucially, they communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.
- 5.2 Play-based learning will include 'small world' activities, role play and pretending, and activities involving fine and gross motor skills, including 'making' activities, using large apparatus and vehicles, and participating in physical games.
- 5.3 We encourage the children to make their own choices of the play-based learning activities provided, as we believe that this encourages independent learning. Teachers ensure however, that, over time, each child experiences a sufficient range of activities to enable them to progress towards all the Early Learning Goals.

6 Assessment

- 6.1 The EYFS Profile is the national, statutory assessment tool against which teachers record their observations of all children's progress towards the Early Learning Goals, throughout the year, collating them each term and enabling a final assessment to be made at the end of the Summer Term of Reception year. The Profile covers thirteen assessment scales, as listed above in Section 3, covering each of the six Areas of Learning of the EYFS. These regular assessments of children's learning, are used to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data at the end of the EYFS, through the Profile, is a statutory requirement.
- 6.2 Each of the thirteen assessment scales has nine points. The first three points describe a child who is still progressing towards the achievements described in the Early Learning Goals. Points 4-8 are drawn from the Early Learning Goals themselves. These are presented in approximate order of difficulty. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved some or all of the earlier points. Point 9 in each scale describes a child who has achieved all the points from 1-8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the level of the Early Learning Goals.
- 6.3 During the first half term in the reception class, the teacher assesses the ability of each child, using the EYFS Profile. 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.
- 6.4 At the end of the Summer Term, we send a summary of these assessments to the Local Authority. The child's next teacher, in Year 1, uses this information to make plans for the year ahead, and to decide, in consultation with the Reception teacher, whether to begin to assess the child's progress using the National Curriculum levels, or whether to continue to use the EYFS Profile if a significant

number of the Early Learning Goals have yet to be achieved. We share this information too at parental consultation meetings.

- 6.5 We use electronic learning journals on Target Tracker to record and celebrate each child's learning. These Learning Journals contain a wide range of evidence to which we encourage parents and carers to contribute, and which is shared and discussed at each parental consultation meeting.
- 6.6 Parents and carers receive an annual report that offers brief comments on each child's progress in each Area of Learning. 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 and carers in early July each year. They also receive a DVD of their child's Learning Journey which includes photos, videos and adults' comments.

7 Inclusion in the EYFS

- 7.1 We believe that all children matter and we aim to be a fully inclusive school. (See our Inclusion Policy.) 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.
- 7.2 In Reception year, we set realistic and challenging expectations related to the needs of our children, so that most achieve the Early Learning Goals by the end of the year. Some children progress beyond this point. We help them do this by planning to meet the needs of all, boys and girls, those with special educational needs, those who are more able or gifted and talented, those with disabilities, those from diverse social and cultural backgrounds, those from different ethnic groups, and those whose first language is other than English..
- 7.3 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 accessing support (such as speech therapy), as necessary.

8 The role of parents and carers

- 8.1 We believe that all parents and carers have a vital role to play in the education of their child. This role is particularly crucial in the EYFS. We work in partnership with parents and carers by:
- talking to parents or carers about their child before he/she starts in our school;
 - the teacher making home visits for all children before they start school;
 - creating opportunities for children, together with their parents or carers, to spend time with their teacher before starting school;
 - inviting all parents and carers to an induction meeting during the term before their child starts school;
 - offering parents and carers regular opportunities to talk about their child's progress in our reception class and nursery;
 - encouraging parents and carers to talk to the child's teacher if there are any concerns;
 - having flexible admission arrangements, and allowing time to discuss each child's particular circumstances;
 - arranging for children to start school over the first two weeks of term, so that the teacher can welcome each child individually into our school;
 - encouraging parents and carers to remain with their child in their very early days at nursery if there are problems with the child settling at the beginning of the day;

- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
- providing various activities that involve parents and carers, e.g. regular communication with home through the child's school diary, and inviting parents and carers to curriculum evenings, in order to discuss the kind of learning in which children are engaged.

8.2 There is a formal meeting for parents and carers each term, during which they can discuss their child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each school year.

9 Resources

9.1 We plan a richly resourced 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.

10 Monitoring and review

10.1 This policy is monitored by the governing body, which receives regular reports on the EYFS from the headteacher and EYFS key stage leader. The policy will be reviewed every three years, or sooner if necessary.

Signed:

Date: