



Early Years Foundation Stage Policy

Date of Policy: Autumn 2020

Policy Review date: Autumn 2023

Signed:
Headteacher:

Signed:
Chair of Governors:

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

Clapham Terrace Community Primary School and Nursery

Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

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, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Clapham Terrace are treated fairly whatever their protected characteristics. (See Equalities Statement above). All children and their families are valued within our school. In our school we believe that all our children matter. 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 planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children.

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 a wide range of stimulating learning resources, ensuring that these 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.

Welfare

It is important to us that all children in the school are safe. We aim to educate children about behavioural boundaries, rules and social expectations and to help them understand why these 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.

At Clapham Terrace we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare 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.

We endeavour to meet all these requirements.

Positive Relationships

At Clapham Terrace we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We use a "Key Person" approach and each adult is the key worker for a group of children. This supports the children to settle quickly and enables parents and carers to develop an early partnership with one particular member of staff.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- **Nursery liaison and visits** - Good liaison between feeder nurseries and school ensure that class teachers know relevant information from previous settings. Where there are meetings set up to support a child's individual needs or transition into school, the class teacher will attend to meet the parents and introduce themselves before the transitional events arranged at school.
- **Induction days** - Induction days are another opportunity for parents to meet their child's teacher and listen to an informative presentation about their child beginning school. All parents are invited to sign up for a home visit from the child's class teacher. At this informal meeting parents have the opportunity to ask questions and chat to their child's teacher about any concerns or information regarding their child beginning school.
- Both parents and children offered the opportunity to spend several sessions in the Nursery and Reception classes before starting school.
- Being accessible to parents on a daily basis before and after school.

- Sharing weekly the children's "Learning Journey" records and valuing the on-going contributions to these from parents.
- Holding two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of the school year.
- Weekly open sessions for all EYFS parents and carers to join us in school to share our learning.

Members of the Early Years team meet with pre-school providers whenever possible to discuss each individual child and their transition process into school.

Enabling Environments

At Clapham Terrace we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning. During the morning session both Nursery and Reception children attend school. They have daily opportunities to play and learn alongside each other. We share regular assemblies, celebrations, visits, trips out and learning opportunities.

The Learning Environment

The Early Years areas are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and creative. The Early Years space has defined learning areas, where children are able to find and locate equipment and resources independently. We have a safe, enclosed outdoor area, and children are able to use the outdoor classroom every day. Being outdoors offers the children opportunities for exploring and learning in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Clapham Terrace we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often 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.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. These observations are recorded in a variety of ways, and contribute to the child's individual Learning Journey and Learning Folder. At the end of the Reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

Evaluating achievement in the Early Years Foundation Stage at Clapham Terrace

- The evaluation of the achievement of an individual child or a cohort in EYFS is based on consideration of their attainment and progress.
- 'Development Matters' is the basis for ongoing assessment of pupils in the EYFS.
- The Development Matters document includes age-band descriptors for 0-11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months and 40-60+ months.
- At the end of the Reception Year summative judgements must be made on the children's attainment using the EYFS Profile (EYFSP).
- These are the attainment outcomes that are submitted to the DfE via the local authority (LA) to compile the national data against which schools are benchmarked.

How is progress measured?

Progress of a cohort is measured in terms of comparing the proportion of children in each age and stage band within Development Matters at the beginning of the nursery and reception year with the proportion of children in each age and stage band at the end of the school year.

Judgements made using the Development Matters age-band criteria will always be a 'best fit', looking at the range of skills children are demonstrating. Evidence from a higher band must not over-ride evidence of significant gaps from the previous band. So, for example, even if a child demonstrates some elements of the 40-60 band, if there are significant gaps in the 30-50 band the child can, at best, be described as securing 30-50 not emerging in 40-60.

How is attainment measured?

Attainment is judged in term of the Early Learning Goals with a standard set at an expected level for each goal. Children are judged to be **emerging** in the expected level, **secure** at the expected level or **exceeding** the expected level.

Ofsted: The Ofsted expectation is that most pupils (80% or above) will make expected progress in EYFS.

Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are:

- 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 that 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 and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS
- 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 perseverance;
- 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.

Three characteristics of effective learning

Play and exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up 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 have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given an opportunity to be creative and problem solve through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Resources

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.

Monitoring and review

The Headteacher, Early Years Leader and Subject Co-ordinators carry out monitoring of the EYFS through observation and discussion, learning walks, lesson observations, book trawls, drop-ins, and whole school moderation as part of the whole school monitoring schedule. This policy is monitored by the Governing Body, which receives regular reports on the EYFS from the Headteacher and EYFS Leader. The policy will be reviewed every three years, or sooner if necessary.