



Early Years Foundation Stage Policy

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Vision

Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.

Through our provision in EYFS, we aim to achieve the following:

- Confident children who are ready to move on to the next phase of their learning, through experiencing a happy, safe, stimulating and challenging programme of learning and development.
- Good progress for *every* child in *all* areas of learning, through consistently high quality teaching and learning,
- Children who are confident and effective communicators, having experienced a language rich environment.
- Close partnerships with parents/carers, embedded in such a way that these will continue when children move on to the next phase in their education.

Introduction

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which in Manor Primary School, is pre-school and Dormice Class.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Aims/Objectives

At Manor Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

Statutory Framework

We adhere to the 'Statutory EYFS Framework' 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 independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between staff and parents/carers;
- **Children develop and learn in different ways and at different rates.**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated, adult supported and play based;
- Provide a secure and safe learning environment indoors and outdoors.
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;

Early Years Foundation Stage Curriculum – Planning and Teaching

Three characteristics of effective teaching and learning are:

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

We plan an exciting and challenging curriculum using overarching half termly topic 'themes' which guide more specific two week blocks of learning. An exciting and hands on cross curricular approach which reflects children's interests and accurate Assessment for Learning (AfL) enables all children to make good progress towards the Early Learning Goals. Learning is sequenced and builds on what has gone before. Regular retrieval practises ensure knowledge and skills are embedded.

All seven areas of learning and development are important and interconnected. The Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development are key for building the children's capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1.

The Prime Areas are strengthened and applied through the four Specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Systematic phonics is taught regularly every day using Read Write Inc. Shared and modelled reading, learning new poems and songs plus regular story time, foster a love of reading and of books. Children are actively encouraged to read at home. This will always include sharing a class library book and may also include accessing online reading resources and practising letter sounds and keywords at home.

Writing is promoted across the curriculum using both the inside and outside learning environments. Shared writing gives children a model for their own developing practice.

The teaching of early maths is delivered through meaningful exploration of numbers to 10, encompassing wider mathematical concepts.

In planning and guiding children's activities, staff consider the different ways that children learn and reflect these in their practice.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with the child's parent, the school's SENDCo, and relevant services from other agencies where appropriate.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. These learning experiences utilise both the indoor and outdoor environments. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Adults offer challenging opportunities which ignite curiosity and an enthusiasm for learning.

As children in Reception grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment

Ongoing assessment is an integral part of the learning and development processes. Effective assessment is used to ensure that children's learning priorities are identified and planning supports children to make the next steps and progress.

- The statutory RBA (reception baseline assessment) is completed during the first 6 weeks of starting school.
- On entry, judgements are made using teacher's professional judgement alongside the Development Matters non statutory guidance to identify each child's starting point and to ensure that teaching and learning meets the needs of all. These judgements are added to iTrack.
- Language link assessments are completed for all children as well as speech link assessments for those causing concern. Assessments are used effectively to inform intervention and support
- Phonics is taught daily using Read Write Inc which supports flexible groupings based on the needs of the children. Children's progress is assessed every 6 weeks which ensures phonics teaching closely matches the needs of each child

- Teachers use their professional knowledge alongside Development Matters and the EYFS curriculum, including Early Learning Goals to ensure children are 'on track'. The in depth knowledge of each child allows the teacher to plan for next steps. For those not yet on track targeted activities and where necessary interventions are quickly put into place to enable children to quickly 'catch up'.
- The class floor book details the learning which has taken place and asks key questions which prompt children to talk about their learning.
- In order to meet statutory requirements, at the end of the EYFS each child is assessed against The 17 Early Learning Goals and recorded as expected or emerging. This data is submitted to Devon LEA in the Summer Term.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Safeguarding and Welfare

Our safeguarding and welfare procedures are outlined in the Manor Primary School policy which is updated annually.

Our Foundation Stage provides a safe and secure environment and delivers a curriculum which teaches children how to follow rules, take risks and stay safe.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Manor Primary School has robust systems in place to ensure that all staff who have regular contact with children are suitable for their role.

The EYFS teaching and support staff hold a Paediatric First aid qualification.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Manor Primary School. Backing up this policy is a dedicated safeguarding team which includes five Designated Safeguarding Leads, one of whom is based at pre-school. Staff have access to the 'CPOMS' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns and receive regular training and weekly updates.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and strive to ensure that all children make good progress.

The Role of Parents and Carers

We recognise the central importance of parents/carers as children's first educators. We understand that children learn and develop well when there is a strong partnership between staff and parents and carers.

Parents and carers are kept up to date with their child's progress and development. The 2 year-old progress check, open days, interim reports, parents' evenings and the EYFS profile enables us to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and attainment.

Each pre-school child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Transition.

We offer a series of enhanced transition opportunities for our new starters. A programme of six visits in the summer term ensure that all children and their families are familiar with the school, staff and classroom prior to starting school. Families are offered a home visit towards the end of the Summer term and parents are encouraged to be actively involved with much communication being delivered via the online platform dB as well as home school link books. We also work with feeder pre-schools to ensure a comprehensive and effective transition.

The move into Year 1 is also carefully planned to ensure a seem-less transition from EYFS. Children will visit their new classrooms and spend time with their new teachers, TA's and friends. There are also opportunities for Year 1 staff to visit the children in EYFS and to share stories or come and play. Transition booklets are provided to all children along with a Summer scrapbook which encourages families to record key events from their summer holidays, which consequently support both PSED and Speaking and listening skills from early in the Autumn term.

Staff also meet together prior to the end of term in what we call teacher to teacher meetings where key information and assessment data is shared with the next teacher to enable them to plan for the 'next steps in learning' from the moment they enter their new class.

Enhanced transition support is offered to children who may need additional support with this next step.

Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with senior leaders and Foundation team as appropriate and any necessary actions are taken.

All staff in the Foundation team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of Professional Development Reviews. They work together in order to:

- ✓ Inspire an exciting, informed and creative approach to teaching.
- ✓ Support each other through acting as 'critical friends' – monitoring each other's provision and practice and feeding back positively and constructively.
- ✓ Carrying out regular moderation to ensure standards are consistently high, and taking appropriate action where this is not the case.

- ✓ Use moderation to ensure that knowledge and skills are sequenced across time and being taught systematically and cumulatively, so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- ✓ Maintaining and storing resources, and purchasing new resources when necessary.
- ✓ Meeting with, and reporting to the SLT when appropriate.