



Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential***

Our values:

-  ***We're imaginative*** - we're creative thinkers and doers
-  ***We're curious*** - we encourage inquisitiveness and risk taking
-  ***We're proud*** - we take pride in our school and want everyone to succeed
-  ***We're courageous*** - we understand that we learn from our mistakes
-  ***We're original*** - we celebrate difference

Early Years Foundation Stage (EYFS) Policy

Updated on:	
10 th July 2018	Reviewed and renewed
10 th June 2020	Reviewed and renewed
10 th June '23	Reviewed and renewed

Date agreed by Achievement and Standards Committee/Headteacher	Signature of Chair / Vice Chair of the committee or Headteacher
Date agreed for review Summer 2027	Frequency of Review Annual / 2 year cycle / Three year cycle
Responsibility for Review Achievement and Standards Committee /Head teacher	

1 Introduction

- 1.1** The Foundation Stage applies to children from three years of age to the end of the reception year. Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children

for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The Early Years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

2 Aims of the Early Years Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's learning in The three Prime Areas which are:

- personal, social and emotional development
- Communication and Language development
- Physical development

The Specific areas of learning which are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

3 Safeguarding and attendance

All EYFS staff are trained in safeguarding and follow protocols and procedures outlined in the safeguarding policy.

Attendance for all children in the EYFS is monitored alongside the whole school to adhere to safeguarding and EYFS framework requirements.

The EYFS staff communicate attendance expectations when children join the school. Reay Primary attendance policy outlines these procedures in further detail.

4 Paediatric first aid training

In line with the EYFS framework, a paediatric first aider is present during all snack and mealtimes in the EYFS. All staff have been briefed on the importance of safe eating practises; adults monitor children closely when eating and ensure children always sit down to eat. Close supervision ensures staff are actively reducing choking risks.

EYFS and the inclusion lead are aware of all cases of allergies, with photographs of the children displayed in the classrooms and dinner hall with key information. Staff are vigilant about allergies and aware of procedures in the case of emergencies.

5 Toileting and intimate care

The school intimate care policy outlines procedures in place for intimate care and toileting support. The EYFS staff ensure that they respect the need for children to have privacy and dignity when receiving support with toileting and intimate care.

6 Teaching and learning style

6.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 2.

6.2 The more general features of good practice in our school that relate to the Foundation Stage 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 which is based on their interests, helping children achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 self-management;
- 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, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do and
- the regular identification of training needs of all adults working within the Foundation Stage.
- Staff in the EYFS follow a child-led and child-initiated approach to learning. We strongly believe that for learning to be meaningful and engaging, children need to lead the way and go with their interests. Adults engage in a specialist way, noticing the children's 'spark' and move children on in their learning through quality interaction. Adults in Nursery and Reception also add to children's play and exploration in different ways.

'If a child leads the learning, it does not mean that the practitioner has no role. Often children turn to their adults as audience, to affirm what they are doing or to invite them into their activity. But the secret is to join in, without taking over; to follow the child's thinking and to be the adult the child needs in order to achieve their own goals' Julie Fisher 'EYFS Best Practice – All About.... Interactions'.

7 Play in the Foundation Stage

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 express fears or re-live anxious experiences in controlled and safe situations.

8 Inclusion in the Foundation Stage

8.1 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 (see our policy on school inclusion).

8.2 In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

8.3 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;
- 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. This involves working with other professionals in and outside the setting to provide additional support, for example speech therapy for some of our children.

9 The Foundation Stage curriculum

9.1 The curriculum for the Foundation Stage in our school reflects the areas of learning *identified in the EYFS framework*. At Reay Primary we use *non-statutory guidance 'Development Matters' to guide our curriculum writing and planning*. The experiences that our children encounter often enable them to develop a number of competencies, skills and concepts across several areas of learning.

9.2 The Early Learning Goals are in line with the objectives in the Primary Curriculum for Mathematics and Literacy. By the end of the reception year in our school, children are working towards having a daily mathematics lesson and a

daily literacy lesson. Teachers initially address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, they put the literacy and daily mathematics lesson into operation by the end of the Foundation Stage.

- 9.3** Development Matters provides the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working at emerging, expected or exceeding the Early Learning Goals, preparing them for the National Curriculum.

10 Assessment

- 10.1** 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 forms of observations, Lambeth On-going Assessment, learning journeys. These involve the teacher, the parent, the child and other adults working within the setting.
- 10.2** During the children's first half-term in the reception class, the teacher uses the statutory baseline assessment. The head teacher, foundation stage leader and the class teacher analyse these and then use them to identify patterns of attainment within the cohort of children. We use this information to modify the teaching programme for individual children and groups of children. We share this information with parents at the parental consultation meeting in October.
- 10.3** The teacher completes the Early Years Foundation Stage Profile at the end of the child's reception year and records each child's attainment level. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents at the parental consultation meeting in July.
- 10.4** Each teacher keeps observations and learning journals for the Foundation Stage and uses these to demonstrate examples of each child's work. Children are continuously observed and provided with next steps for their learning by all staff in the EYFS. Observations are in different formats such as hand written or through an iPad application. Observations are shared with parents via email or in physical form at parent meetings. Children's folders of work and creations are also sent home at the end of each academic year.
- 10.5** Parents 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 in early July each year.

11 The role of parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school;

- the teacher visits all children in their home setting prior to their starting school;
- the children have the opportunity to spend time with their teacher before starting school;
- offering parents regular opportunities to talk about their child's progress in our nursery and reception class;
- emailing observations of the child's learning to every parent. This also gives the parent the opportunity to comment on the observations that they see.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school diary. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the reception class.

12 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive and independent attitude towards learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

This policy will be reviewed at least every two years, earlier if necessary, by Foundation Stage co-ordinator and Headteacher and reported to the Achievement and Standards committee. Any major changes will be reported to the Governing Board.