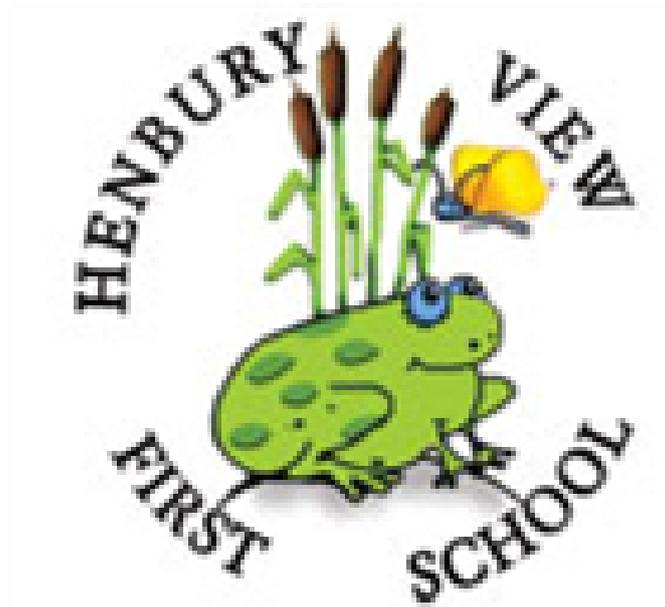


# Henbury View First School

## Early Years Foundation Stage Policy



**Approved by:** Governors **Date:** April 2022

**Last reviewed on:** April 2022

**Next review due by:** September 2023



## **Introduction**

Early childhood is the foundation on which children build the rest of their lives.

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 Early Years Foundation Stage, many of these aspects of learning are brought together effectively through play and talk.

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.'*

### **The EYFS aims:**

- To provide the highest quality care and education for all our children
- To ensure a safe and motivating environment enabling children to learn
- To value the individual child and work alongside parents to help every child reach their full potential.
- To provide a strong foundation for future learning.

We adhere to the 'Statutory Framework of the 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 independent through **positive relationships**;
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven Areas of Learning, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- 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 and adult supported;
- Provide a secure and safe learning environment indoors and outdoors

## **Early Years Foundation Stage Curriculum.**

We plan an exciting and challenging curriculum based the Educational Programmes set out in the EYFS and our observations of children's needs, interests, and stages of development across the seven areas of learning. This enables children to develop the knowledge and skills to be prepared for KS1.

All seven areas of learning and development are important and interconnected.

The prime areas are fundamental to a broad and balanced base of learning for children and are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1.

The **prime** areas are:

- 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:

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

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

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.

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

## **Planning in the EYFS.**

We believe that excellent teaching and learning is achieved through providing children with a blend of child initiated learning opportunities, adult led opportunities, high quality modelling, carefully planned questioning and an environment which promotes curiosity and exploration, providing first hand experiences.

Continuous Provision: our children have access to high quality, play based learning opportunities throughout the day. Indoor and outdoor activities are planned to consolidate learning and address where there are gaps in children's learning, impact vocabulary and provide a focus on developing critical thinking. We work with a 'why this, why now?' ethos ensuring that all activities and all areas of the environment have a clear purpose and enhance a specific skill set or area of learning.

Our long term planning is revised annually to ensure that we cover the knowledge and skills needed to make our children 'Year 1' ready by having a solid foundation necessary to make the successful transition into Key Stage 1. The learning opportunities change each year depending on the interests of the children in a specific cohort and the gaps in learning that need to be addressed.

We create medium term plans based on a series of themes, each of which offers experiences in all seven areas of learning.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

## **Observations and assessment.**

We believe that to ensure that each child achieves their potential it is essential that teachers constantly assess the needs of the individual child. This is achieved through observing each child during child led and adult led activities to assess if a child is able to apply the knowledge and skills they have learnt. We collect evidence in individual learning journals, through formal tracking and through communication with parents.

When children enter Reception, we make a baseline assessment in the Prime areas, Literacy and Mathematics to establish if a child is on track to achieve their Early Learning Goal in each area at the end of the year. A child will be assessed as 'off track' if they are showing gaps in their learning.

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute.

Observations of children's achievements are collated in their own personal Learning Journal. Parents are given the opportunity to share their child's achievements from home.

These ongoing observations are used to inform the end of year EYFS Profile. The children's progress is reviewed continually, both informally and formally. Throughout their time in Reception, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

We believe that it is the teacher's responsibility to carefully monitor children's progress and if a child is not making expected progress in a certain area, it will be identified and acted upon in order to enable each child to succeed. At Henbury View First School we use 'Progress reports' to monitor each child who is 'off track' and these form the bases of biweekly meetings with SLT and teachers.

### **Supporting 'off track' children.**

Our skilled staff will plan in modelling activities during continuous provision, use high quality questioning, plan daily interventions for specific children, use assessment tools to identify specific needs and reach out to outside agencies for support in order to ensure good progress is made for all pupils.

Parents will be informed of children's progress regularly throughout the year and receive a formal report at the end of the year indicating if their child's achievement.

### **Reception Baseline Assessment (RBA)**

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. It assesses children in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. This data will be compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. The data collected and produced from the assessment is stored in the National Pupil Database (NPD), including numerical scores. It is not shared with external bodies, including schools, teachers, pupils or parents/carers.

### **EYFS Profile.**

In the final term of the Reception year (no later than 30<sup>th</sup> June), the EYFS profile is completed for each child. This provides parents and carers, practitioners and teachers with a well-rounded summary of every child's development and learning achievements and readiness for Year 1, it also includes whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses practitioners' knowledge and professional judgement of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

- 1 = Emerging ELG – not yet meeting the expected levels
- 2 = Expected ELG – meeting the expected levels of development

Year 1 teachers must be given a copy of the Profile report, enabling a dialogue between Reception and Year 1 which will assist in the planning of learning in the next academic year.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements. This data is also collected by HET.

### **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 meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents and outside agencies.

### **Safety including safeguarding and welfare requirements.**

The safety and welfare of our children is paramount at Henbury View First School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

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.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for TEAMS and assessment purposes) and children must be appropriately dressed in photographs.

Henbury View First School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Henbury View First School. Backing up this policy is a dedicated safeguarding team which includes four Designated Safeguarding Leads, Sally Wall, Dan Saunders, Paul Guppy and Sharon Saunders. 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.

### **Ratios**

The School will ensure that staff levels within the Early Years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe. Children will be kept within sight and hearing at all times. The EYFS Leader will oversee all EYFS Provision.

- Class sizes will be limited to 30 pupils.
- Classes will be led by a qualified teacher, supported by suitably qualified support staff.

### **The role of parents/carers**

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school;

- Talking to them about their child’s interests and needs during our introductory sessions in school and at our meet the teacher appointments
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning;
- Invite parents to ‘parent share’ assemblies where the children have an opportunity to present their learning to parents and share their learning journals with their own parents.
- Valuing parents’ contributions to learning journeys;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Inviting parents into school for ‘parent phonics’ sessions to demonstrate how we teach phonics and help them support their child;
- Welcoming parents as volunteers into our school;
- Providing parents with an end of year summary report detailing achievements and their child’s EYFS profile;
- We also draw on our links with the community to enrich children’s experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

### **Transitions.**

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child’s needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions with their parents/carers into Class to develop familiarity with the settings and practitioners. Our Reception staff also liaise with preschools and local nurseries, to familiarise themselves with the children.

Parents/carers are encouraged to take up the offer of a visit during the first few days in September. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

When you are allocated a place at Henbury View First School we will begin a series of induction processes that provide you and your child with a smooth and informative transition into our school.

Below details an overview of the transitional processes we provide for Reception children:

Autumn Term	Open days for families considering applying for a place
April/May	Once your child’s place has been accepted we write to you with a range of dates for you and your child to come and visit the school
June	Parent Welcome induction evening: insight into life in our Reception, meet the class teacher, parent pack given with forms needed to be completed (medical, contacts, health, allergies...)
June	New pupils are invited into school for Teddy Bears Picnic with parents and a second session in the classroom.
June	EYFS teacher contacts pre-schools who will be joining our school to gather important information about your child.

July	Changeover sessions
September	Individual short visits to school for parent and child to support the settling process.
November	Parent Consultations
Throughout the year	Parent workshops, Jigsaw, Literacy, number, play, fiddly fingers

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.

### **Monitoring and Evaluation**

Monitoring is used to provide an overview of the continually developing Early Years provision at Henbury View First School. Evaluation of provision and pupil outcomes informs future action planning, target setting and CPD opportunities, this ensures the highest of standards of provision. The EYFS Leader in conjunction with the Head Teacher is responsible for reviewing the effectiveness of this policy.

All Staff are responsible for implementing procedures outlined in this policy.

### **Dissemination of the policy.**

The policy will be given to all members of staff and copies will be available for parents, including via the school website.

### ***Appendices:***

- Link to the 'Statutory Framework for Early Years Foundation Stage:  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Link to Development Matters/Birth to Five Matters  
<https://www.gov.uk/government/publications/development-matters--2>
- Link to Early Years Foundation Stage Profile:  
<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-return-2022-guide>
- SEN Policy (Please see school website)
- Safeguarding Policy (Please see school website)