



Early Years Foundation Stage Policy

‘Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community’

Approved by: FGB

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1. Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

Close partnership working between practitioners and with parents

Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

All children joining our school in the Reception Year, are in Oak Class. Mrs Macaulay is the Early Years leader and key person. The setting is presently staffed by two class teachers sharing the teaching role and one LSA. Additional LSA support is built in where there may be an SEN need. Children may join the school in September as part time or full time. Children are all full time in the following January.

We run an induction programme where the new children are welcome to attend 4 afternoons in Oak Class to familiarize themselves with both the learning environment and meet the staff and the other children, during Term 6, prior to the child starting our school in the following September.

We send out an information pack to the child and parents at the end of Term 5, with details of our school day and the name of their allocated buddy. We visit each child in Term 5 at their nurseries, playgroups or playschools. For children who do not attend any of these we complete a home visit instead.

We operate a buddy system which starts during the Induction Programme and very often follows through into September, depending on the social and emotional needs of the child. Our present YR are allocated one of the new children to look after. We encourage all children to make healthy choices and take part in the fruit and vegetable scheme, use a water bottle in class and eat a healthy packed lunch or hot lunch.

We liaise with all the outside agencies to support the SEN children in our class. We have an Early Years link Governor who visits the class 3 times a year to support, monitor and liaise with the staff and children. The focus for these visits is taken from the Early Years Action Plan.

All children are part of our sticker system to recognise good behaviour and learning. They are part of the whole school coloured team system and are given a coloured smiley metal badge to wear when they join in September to learn which colour team they belong to. Their working trays are also the same colour. In Term 3 they are able to use the whole school team point system. Celebration Worship is held every Friday and certificates given to 4 children from the class each week to recognize effort and achievement. Parents are encouraged to attend these. Oak Class Charter is written by the children every year in September and referred back to throughout the year to be reflected on and sometimes amended.

Children are chosen from Oak Class to sit on the School Council, Eco committee and Collective Worship Group towards the end of the academic year.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

We use the Wiltshire Agreed Syllabus, Understanding Christianity and Values for Life to support and deliver the RE curriculum.

4.1 Planning

We ensure a breadth of balance in the curriculum, delivered through our whole school topics and carefully planned lessons, with both adult input and child initiated opportunities, using the Characteristics of Effective Learning, Development Matters and the Early Learning Goals.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

We use the Coram PSHE scheme of work to deliver our PSHE lessons.

We use the Wiltshire Agreed Syllabus to plan for RE

Early Years children follow the whole school topics and take part in all the different whole school curriculum weeks and days. For example Book Week, the Easter experience day, the Incarnation days, Healthy Minds Week, Science Week, Arts Week, Maths Days, Friendship and Anti-Bullying Week etc

4.2 Teaching and Learning

We encourage children to learn through child initiated play where we can, and we provide opportunities for choice, decision making, risk taking and challenge where we can. We provide a safe, stimulating, caring and sharing environment which is sensitive to the needs of all children, including those with disabilities and SEN. We enhance each child's curiosity, motivation and independence, inside and outside the classroom, through the sensitive support of adults.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We use the 4 Learning Powers of Resourcefulness, Resilience, Reciprocity and Reflectiveness to support the Characteristics of Effective Learning. We also have the areas of The Growthmind Set on display to remind children what a good learner does.

As children 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.

5. Assessment

At Coombe Bissett Primary School, ongoing assessment is an integral part of the learning and development processes. All staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and allow all children to progress and reach their full potential. Practitioners also take into account the observations shared by parents. We use Tapestry, an online assessment tool, to record our assessments. We use Tapestry for our Baseline Assessment in Term 1 and thereafter during the year, reporting to subject leaders and Governors in Terms 1, 2, 4 and 6.

We have weekly EY team meetings to discuss children's progress, we moderate our judgements with the other cluster schools and attend the courses to moderate work with other schools at County level before the FSP judgements are submitted. We are moderated every 3 years at County level. We work closely with the Year 1 staff and subject leaders through staff meetings and key stage meetings. These are held weekly.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development

Exceeding expected levels or,

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents. A report is written for each child on the progress they have made across the Characteristics of Effective Learning and opportunities for both the parents and the child to feedback about the progress made and their targets for the future. These are all completed in Term 6.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents. We encourage parents to become partners with the school and share in the education of their children and we value their contributions.

Parents are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities.

Mrs Macaulay is presently the key person for all children, although when off site, Mrs Bowers is the key person.

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

- Throughout the year the following opportunities are provided for our parents:
- Before children start school, parents receive a letter in Term 5 telling them when we have visited their child's preschool setting
- Parents and children receive a school folder containing all the information about starting school to share together at home, prior to starting in September
- A parent's information evening is organised in Term 6, prior to the September when the child starts. Speakers at this meeting include the Headteacher, class staff, Governors, including the Early Years Link Governor and a representative from the Friends, our school PTA
- We have an Open Door Policy throughout our school where parents can talk to a member of staff before and after school
- We have 3 parent consultation evenings throughout the year in Terms 2, 4 and 6
- Written reports are completed during Term 6 and parents have the opportunity to make their written comments
- We have a Home/School message book which is checked daily and parents are encouraged to write in this
- We have Reading Diaries and Homework Diaries which both have sections available for parent comments
- We have a Home/School agreement which is signed by parents and children
- We provide information evenings for Numeracy and Literacy
- Parents have the opportunity to add their photos and comments about their children's learning on the Tapestry website and can also see the learning their child is doing in class
- A parent survey specific to The Early Years and the Induction Programme is sent out every year

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every 3 years.

At every review, the policy will be shared with the Governing Body.

The policies and procedures that we have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

This policy should also be read with other school policies:

SEND Behaviour Friendship & Anti-Bullying Safeguarding

Attendance Equality