

Conifers Primary School



Early Years Foundation Stage Policy

Approved by:

Date:

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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.
- Challenging learning opportunities are provided for all children based on the individual child, observations, assessment and by the children's own ideas and interests.
- That children have access to a safe and secure learning environment both indoors and outdoors.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind. This includes both adult-initiated, child-led and adult supported.
- Close partnership working between practitioners and with parents and/or carers.
- 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 Statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

We also base our practise on the four guiding principles that shape Early Years practice.

- Every child is unique.
- Children learn and develop in different ways and at different rates.
- Children learn and develop well in enabling environments.
- Positive relationships help to develop children's emotional well being and help them to become independent learners.

3. Structure of the EYFS

At Conifers Primary School we have two Reception classes that work as a base with two full time teachers and two full time teaching assistants. Children have access to both classrooms and the outside area during activity times.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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 also take into account the ways that children learn and reflect these in our planning and teaching.

The three characteristics of effective learning are:

- **Playing and exploring** – children investigate, experience new things and 'have a go'.
- **Active Learning** – children keep on trying and bounce back from difficulties. They also develop their concentration skills.
- **Creating and thinking critically** – Children share and develop their own ideas, make links between ideas and develop strategies for doing things.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively both inside and outside the classroom. After the baseline assessment is complete, staff produce a long term plan based on what we would like the children to learn throughout their Reception year. This is planned in consultation with all subject leaders to ensure that what we teach in the Reception provides a firm foundation for the children's continuing development at Conifers. The long term plan also reflects areas of learning mentioned within the Development Matters guidance. This is then put into short-term weekly planning which reflects the skills and knowledge we will cover each week as well as catering for the children's interests.

Staff 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. Our planning remains flexible to allow for unplanned circumstances and children's responses and is continually evaluated to ensure we are meeting the needs of each child.

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. We provide effective interventions for children who require them.

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

4.2 Teaching

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.

Outside learning is actively encouraged and the children have access to our outside area daily in all weathers. They also have fortnightly Forest school afternoons.

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 the beginning of the Reception year, we use summative 'baseline' assessment to establish a starting point from which to measure their individual progress during their time with us. This is carried out in a child-friendly way and enables us to get to know the children well and plan for their next steps in learning. We also complete the statutory baseline assessment.

Ongoing assessment is an integral part of our daily practise in the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and any interventions that need to be put into place.

DC Pro is used to record teacher assessments termly in conjunction with the rest of the school.

Staff upload observations onto a child's learning journey using Tapestry to illustrate the next steps that the children have achieved. Parents and carers are sent emails when an observation of their child is posted and they can also upload their own observations onto Tapestry which are also taken into account.

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
- 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 and/or carers at the end of the academic year.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Whole class and individual Thrive assessments are completed termly and used to inform weekly Thrive sessions.

Phonics assessments are ongoing with a formal assessment at the end of each half term using 'The Little Wandle' phonics assessments. These are used to inform future planning as well any interventions that may need to be put into place.

At the end of the summer term, children complete a phonics screening check to allow Year one teachers to plan purposeful phonics and interventions from the beginning of the year.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through daily interactions with staff, Tapestry and our weekly newsletters. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of the Reception year.

Parents are invited in for formal parent consultations with the class teacher. These happen in the autumn and the spring term. We hold an open door policy where parents can share concerns or talk to staff when they drop children off in the morning or collect them at the end of the day.

Parents are also invited to 'Stay and Play' sessions to ensure they know what their child is learning as well as what they can do to support their children's learning at home.

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

7. Transition

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. During the spring term staff from our Reception base visit our main feeder pre-school to meet the children. During the summer term children from the pre-schools are invited to join us in small groups during afternoon activity times. This enables the children to become more familiar with the Reception staff and the environment that they will be learning in. Stay and play sessions after school are also provided for parents

and children who don't attend our main feeder pre-school. Children are also invited in for a settling in afternoon in their new classes.

Class teachers will visit children in their pre-schools which allow the staff to see children in their familiar setting and also to gain an understanding of the child's development through discussions with their key workers.

At the very beginning of the autumn term, staff will conduct home visits, thus allowing parents and carers to ask any questions they may have.

At the end of the Reception year children will have the opportunity to visit their year one teachers and classrooms. Staff will meet with the teachers to discuss the individual children and their needs. Their learning journals are sent with them to year one so that their new teachers can plan for their next steps right from the beginning. The Early Years Leader will monitor children through year one and offer support in helping children who are still working within the Early years curriculum to achieve the goals.

8. Safeguarding and welfare procedures

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make healthy choices including promoting good oral health and assess risks.

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

9. Monitoring arrangements

This policy will be reviewed and approved by Samantha Hutchinson every 2 years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according 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