

# Vange Primary School And Nursery



## Early Years Foundation Stage Policy

## **Introduction**

This policy represents our approach to teaching and the curriculum in the Early Years Foundation Stage. Although all curriculum policies refer to Early Years provision, this policy encompasses the overall philosophy of our school approach.

A child's first experiences of school are crucial. The Early Years lays down a foundation that is built on throughout the rest of their learning careers. It is organised to ease the transition from home to school and in such a way that learning takes place through meaningful activity and play. The curriculum is based upon the areas and guidance found in *'The Early Years Foundation Stage 2021'*, which sets the standards for learning, development and care for children from birth to five years old. This is a new framework and has officially been in place since September 2021. The curriculum is taught through the following seven learning areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There is a focus around 4 overarching principles:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

*Link:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Within these areas we also look to develop and foster social and communication skills and positive attitudes towards learning. The development of social skills is of primary importance to us. Without the ability to interact positively with others or work independently, a child's ability to learn effectively in school is reduced.

## **Aims of the Foundation Stage**

The Early Years Foundation Stage provides the basis for all future learning by supporting and developing children's experiences in seven areas. This is achieved through the following objectives:

1. To provide an environment where children can develop as learners and feel safe, happy and confident to express themselves.

2. To provide an environment, both indoors and outside, that is stimulating and encourages the children to pursue their curiosity and become independent learners.
3. To provide a curriculum that is broad and balanced.
4. To provide experiences that reflect the needs and interests of individual children.
5. To work closely with parents and carers to ensure that the introduction to school life is smooth and happy.
6. To continue strong links with the child's home and encourage parents' support throughout their child's learning.

### **The Foundation Stage Curriculum**

The main learning objectives to be covered are laid out in the Foundation Stage Long Term Plan; these objectives are taken straight from the Early Years Foundation Stage (2021). We support these objectives with further objectives from the Development Matters (2021) These provide a broad curriculum that covers the Early Learning Goals from the EYFS framework and breaks down the long term objectives into achievable milestones for all children.

Each half term, the Foundation Stage teachers produce Medium Term Plans in accordance with the Long Term Plan. This breaks each half term into learning units, stating short term objectives and a range of learning experiences. Objectives are planned to meet children's abilities and are based on previous learning experiences and outcomes. The topics that objectives are taught through are designed to meet children's interests as well as their academic needs, encouraging their enthusiasms and promoting each child's uniqueness. Therefore, they can change frequently and are often different for each new cohort of children.

The class teachers are responsible for the weekly/daily planning. These plans highlight the learning objectives, main directed learning opportunities and child-led learning opportunities that the children will be exposed to. These plans are stored on the school Google Drives and are accessible by all school staff; they are shared weekly with the EYFS support team.

### **Organisation and Play**

Our EYFS is one unit: our Nursery and Reception children learn together in an open plan space which has freeflow between the indoor and outdoor environments.

Learning through play is integral to the Early Years Foundation Stage. Through daily play based activities, our children explore and develop learning experiences that will help them to make sense of the world. They practise and build up ideas on how to control themselves, leading them to understand the need for rules. They communicate with others as they investigate and solve

problems, as well as having opportunities to express fears or review anxious experiences in controlled and safe situations.

The Foundation Stage class has its own timetable; some links are made with whole school provision but opportunities in EYFS need to be tailored to the play based provision. Each day, children will take part in a range of adult led focussed learning opportunities and offered a range of child led learning opportunities. The children are provided with high quality learning opportunities both indoors and outdoors relating to the same learning objectives. The children have freeflow between these areas.

### **Assessment and Record Keeping**

Where possible a home visit will take place: this is a visit to the child's home before they start attending our Nursery or Reception class. This enables initial assessments to take place in the child's own familiar environment and provides a link between parents and school. It is an opportunity for the parents/family to share their knowledge of their child(ren) and form a joint insight into the child's learning and development going forward.

Within the first half term that children enter both the Nursery and Reception classes, Baseline Assessments are carried out and entered on the school's assessment tracker. For the Reception Year, the statutory Baseline Assessment will also be carried out and the data sent to the Local Authority. These Baseline Assessments cover the seven learning areas of the Early Years Foundation Stage. After initial assessments, learning opportunities will be planned from the children's starting points and, where necessary, interventions may be planned to accelerate progress. Children are regularly assessed with regard to the learning objectives highlighted in the weekly planning and the information gathered is used to ensure that future planning reflects the identified needs of all children. Evidence is gathered through a range of observations which may be recorded in the form of written notes, tick sheets, photographs, videos or by work samples. These are used to compile the children's 'Learning Journey', both in books and on Tapestry, which is a record of the child's progress and achievements across the foundation stage. School assessments are updated each term and each child's progress and attainment is discussed at the whole school half termly Pupil Progress Conference.

Parents receive an annual report that offers an outline of their child's progress in each of the learning areas. The report highlights the child's strengths and developmental needs and gives comments on the child's general progress. We complete these reports in the summer term and send them to parents in July each year.

The child's Learning Journey should be contributed to by both the school and home. Parents have constant access to their child's Tapestry account and can add their own observations. The children's 'books' are available upon request and they will be made readily available at parent contact meetings.

### **Special Educational Needs**

When teaching staff have concerns about a child's progress, they will have an informal chat with the parents to discuss their child and how their needs can be best met; this meeting may include a member of the school Inclusion Team. If the concerns continue, the steps stated in the S.E.N. policy will be followed. Parents are also encouraged to seek advice from school if they have any concerns about their children.

### **Inclusion in the Foundation Stage**

In our school we believe that every child matters and we aim to give each child every opportunity to achieve their best potential. We do this in the Foundation Stage by taking into account our children's life experiences and setting realistic goals and challenging expectations that meet each child's needs and interests. We plan to meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and children from different ethnic groups, promoting every child's uniqueness.

By planning a curriculum to meet all our child's needs, we aim for the majority of our children to achieve the Early Learning Goals by the end of the Reception class.

### **The Role of Parents**

We believe that all parents have an important role to play in the education of their child. We recognise the vital role that parents have already played in their child's life and actively encourage parents to work in partnership with us in educating the children. We promote this partnership in the following ways:

- Talking to parents about their child before they begin our EYFS at an individual home visit.
- Inviting parents to induction meetings with school staff before the children begin both the Nursery and Reception classes.
- Providing links to work and learning opportunities on the class Google Classroom so parents have real time access to the classroom learning
- Updating Tapestry frequently to share progress and attainment
- Arranging a range of activities throughout the year that encourage collaborations between school, child and parents.
- Regularly communicating with parents via the school Reading Record, Google Classroom and Tapestry
- Offering an 'Open Door' policy if parents feel they need to discuss any matters or express any concerns about their child.
- Each cohort has their own email account which is linked directly to the class teachers
- Inviting Reception parents to our Open Evenings to view their child's work and discuss their progress. These usually take place in the Autumn, Spring and Summer terms.
- Providing parents with an end of year report, outlining their child's achievements and highlighting targets for future progress.

- Encouraging parents to regularly look at their child's Learning Journey and to share their child's achievements and developments at home with us.

### **Admissions**

Children have the opportunity to join our Nursery from age 3 years. All children start school in our Reception class by the term that they turn five years.

Prior to joining the Nursery, children and parents are invited to an induction meeting with the Head Teacher and EYFS staff. The children have the opportunity to meet the staff and to explore the EYFS environment. Where possible, home visits are also arranged to visit each child and their parent/s at their home. This provides the EYFS staff with the opportunity to see children in their familiar environments and begin making initial assessments before the child begins attending the Nursery. It also offers parents the opportunity to ask questions and give any relevant information in a relaxed and informal situation.

Prior to joining in Reception, a home visit will be carried out if the child has not attended our Nursery Setting. Children and parents are invited to an induction meeting with the Head Teacher and EYFS staff. The children have the opportunity to meet the staff and to explore the EYFS environment.

### **Transition from Nursery to Reception**

During the last week of the summer term, the whole school moves into their new classes for a transition session to enable pupils to meet their new teacher and learning support assistant.

Parents are invited to a meeting with the Foundation Stage Leader/Class teacher and Head Teacher before their child starts as the Reception Year does include changes from the Nursery. This informs parents about school policies, routines and provides the opportunity to ask questions or offer any relevant information on their child. The children will also be invited to a 'Stay and Play' session where they will meet their Reception cohort: this may include new children who did not attend out Nursery provision.

All relevant assessments and records are kept throughout the child's EYFS career. This includes the Foundation Stage Profile, phonic assessments, Reading Records and any work books that have been used. Their EYFS profile is a continuous record of their school journey which does not end until the Christmas of their Year 1 year.

When the children first start school in the Reception class, they will complete an induction period. This can vary between years but generally consists of morning sessions for the first week for all children which is until 12.15 p.m. The second week consists of all children staying for lunch until 1.15 p.m. The third week includes staying for lunch 3 days and 2 full days until 3:15pm. The children's fourth week will be the start of their full time school journey. This induction may vary: if a child has SEND, then a further part time timetable may be planned and the school SENCo will be included in these discussions.

### **Transition from Reception to Key Stage 1**

During the last week of the summer term, the whole school moves into their new classes for a transition session to enable pupils to meet their new teacher and learning support assistant.

The week children leave the Reception class, all relevant assessments and records are passed on to the Key Stage 1 teacher before the children begin Year 1. This includes the End of Foundation Stage Profile, phonic assessments, Reading Records and any work books that have been used. This enables the Year 1 teacher to start planning for when the children begin KS1 the following term. The EYFS staff and KS1 staff will have discussions about the children and ensure that their starting points are known to enable a smooth transition.

A child's FS does not end until the Christmas of Year 1. For some children, they will still be working on the EYFS learning objectives at the beginning of the KS1 career.

A transition period is planned and timetables every year for the new Year 1 cohort. This will include members of staff from across the school to ensure that the move into a more formal setting is not disruptive or unsettling for the children. As part of this timetable, a meeting with parents to discuss Year 1 and the changes is scheduled.

In the case of a child having special needs, such as having medical requirements or having an EHCP, a meeting would take place between relevant staff members and the parents to enable a smooth transition.