

SUTTON ON SEA CP SCHOOL

POLICY ON EARLY YEARS FOUNDATION STAGE

This policy was ratified by the Governing Body at their meeting on 15<sup>th</sup> January 2020

Signed.....CHAIR OF GOVERNORS (Lyn Rouse)

Review date: January 2021

Sutton on Sea CP School

Early Years Foundation Stage Policy  
2019/2020

**Introduction**

The Early Years Foundation Stage is important in laying secure foundations for future learning and development. Children begin school with a variety of experiences and learning and practitioners working in reception work effectively with parents /guardians to build upon that prior learning and experience. Many have been learning in one of the various educational settings that exist in our community. The Early Years Foundation Stage provides:

- **Quality and consistency**- ensuring that all children make good progress and no child gets left behind.
- **A secure foundation**- through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership working**- between practitioners and parents/guardians.
- **Equality of opportunity**- ensuring that every child is included and supported.

The Early Years Foundation Stage is based upon four themes;

- **A Unique Child**- each child is a unique child who is constantly learning and can be resilient, capable, confident and self- assured.
- **Positive Relationships** - children learn to be strong and independent through positive relationships.
- **Enabling Environments**- environments in which children learn and develop well, have their individual needs responded to and there is a strong link between practitioners and parents/guardians.
- **Learning and Development**- children develop and learn in different ways and at different rates.

This policy outlines the purpose, nature and management of the Early Years education at our school.

This policy explains how our practice is underpinned by these four themes.

## **A Unique Child**

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

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.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so they can achieve the Early Learning Goals. Some children may 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 gifted and talented, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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;
- planned purposeful play
- mixture of adult led and child initiated activity
- 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.

## **Welfare**

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

We are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Year Foundation Stage.

At our school we;

- promote the welfare of children.
- promote good health.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## Positive Relationships

We believe that all parents/guardians 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:

- inviting all parents/guardians to an induction meeting during the term before their child starts school;
- talking to parents/guardians about their child before their child starts in our school;
- inviting parents/guardians and children to a 'Stay and Play' session prior to starting school;
- offering parents/guardians regular opportunities to talk about their child's progress in our reception class;
- encouraging parents/guardians to talk to the child's teacher if there are any concerns. There is an open door policy and parents/guardians are able to talk with staff before and after school;
- there are two formal meetings for parents/guardians, during which the teacher and the parent/carers discuss the child's progress
- parents/guardians receive a report on their child's attainment and progress at the end of each school year;
- arranging activities throughout the year that encourage collaboration between child, school and parents/guardians
- termly curriculum letters sent home
- offering a range of activities that support the involvement of parents/guardians i.e.; Star of the Week Assemblies, Tapestry and phonics information sessions.
- attending parent and pupil craft afternoons.
- listening to their child read and commenting on their reading progress in the home/school reading diary
- attending Read with Me sessions.
- supporting their child with home learning
- Opportunities for parents/guardians to look at their child's Learning Journal on Tapestry, make comments and contribute their own observations and photographs

We have very strong links with various feeder pre-schools. The Foundation Stage teachers and HLTA will make visits to the local playgroups to make initial contact with the children and attend local cluster meetings with the pre-school providers to discuss the transition process into school.

All children begin school at the start of the Autumn term. Pupils are initially invited to start school on a part-time basis for the first two weeks.

## **Enabling Environments**

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. We plan a stimulating learning environment, both indoors and outdoors, that encourages a positive attitude to learning. A 'continuous provision' of resources is allocated to each learning area of the classroom and outdoor area and these are 'enhanced' to meet the interests of the children so that every child can learn effectively. 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. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active.

## **Learning and Development**

The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

The EYFS learning and development requirements comprise;

- The seven areas of learning and development.
- The early learning goals, which summarise the knowledge, skills and understanding that all children should have gained by the end of the Reception year.
- Assessment

The EYFS is made up of seven areas of learning. These are split into three prime areas and four specific areas.

### **Prime Areas**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### **Specific Areas**

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

The four specific areas help the prime areas to be strengthened and applied. None of these areas can be delivered in isolation. They are equally important and depend on each other. All areas are delivered through purposeful play and learning experiences, with a balance of adult led and child initiated activities based around termly themes. In each area there are Early Learning Goals that define the expectations for **most** pupils to reach by the end of the EYFS.

Our policy defines the features of effective teaching and learning in our school. The ways in which the child engages with others and their environment - **playing and exploring, active learning and creating and thinking critically**, underpin learning and development across all areas and support the child to remain an effective and motivated learner. The more general features of good practice in our school that relate to the Foundation Stage are;

- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage. The EYFS produces Long Term and Medium Term Plans which are based around termly themes. These plans guide the weekly planning which have a starting point that develops according to the interests and needs of the children;
- 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 must be reflected in 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 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;
- the regular identification of training needs of all the adults working within the Foundation Stage.

### **Observation, Assessment and Planning**

Children begin the Reception Year with a variety of pre-school experiences. Pre-school information will be collected from parents, through playgroup records and collected by the class teacher on pre-school visits.

Data collected from pre-school settings and observations made by the class teachers and HLTA within the first few weeks of attending school provide us with a baseline assessment for each child. In September 2019 our school will be piloting the new baseline assessment for Reception, prior to it being made statutory in September 2020. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching program/provision for individual children and groups of children and this is outlined in the termly action plan. This data will then be placed onto the EYFS Trackers in the first term and updated termly by the class teachers in order

to monitor the progress of pupils. Subsequently an action plan is produced each term. The EYFS Profile is the national assessment tool that enables teachers to record their observations and to summarize their pupil's progress against the Early Learning Goals. We indicate whether children are meeting expected levels of development, or if they are exceeding expected levels or not yet reaching expected levels (emerging). We make regular formative assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of ongoing observations by the class teacher, HLTA and TA and discussions/contributions made by parents/guardians and other adults. These observations are recorded using Tapestry, through photographs, video recordings and written observations.

In the summer term an annual report will be sent out to parents/guardians. This is a written summary to parents reporting on the child's level of development against the 17 Early Learning Goals.

### **Staffing**

There is one reception class with a maximum intake of thirty children. Each child will be assigned a Key Person and parents informed.

The Class Teachers are Mrs R Sanders and Mrs H Black.

The Foundation Stage HLTA is Mrs M Mountain

The Lead Practitioner of the Foundation Stage is Mrs H Black

The Behaviour Management is led by Mrs R Sanders

The First Aiders are Mrs M Mountain (Paediatric First Aid), Mrs K Turner (Paediatric First Aid), Mr D Pearson and Mrs K Francis

### **Monitoring and Review**

It is the responsibility of the Early Years Team to follow the principles stated in this policy and ensure that the statutory requirements are met. The Head teacher will ensure that the statutory requirements are met and will carry out the monitoring of the EYFS through observations and discussion as part of the whole school monitoring schedule.

The Early Years Team will keep this policy under regular review and will bring any amendments to Governors for discussion.