

Castlefields Primary School



Early Years Foundation Stage Policy

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Next review date: Autumn 2023

Responsibility: Headteacher/EYFS Co-ordinators

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1. Intent

In the EYFS at Castlefields School we aim:

- To ensure that every child is included and supported to achieve their full potential by providing equal access to challenging and enjoyable playing and learning opportunities across all areas of learning in the Early Years Foundation Stage Framework regardless of gender, ethnicity, culture, ability, religion and social circumstances.
- To create a happy, purposeful atmosphere where children feel safe and supported, based on excellent communication between staff, children and parents.
- To support the learning of all children by providing a balance of active, play-based, child-initiated learning as well as planned learning activities led or guided by adults.
- To provide active learning experiences, giving children opportunities to explore practical activities, to make decisions independently, to develop problem solving skills and opportunities to discuss what they know or have discovered.
- To teach the children through a structured, well-planned and differentiated curriculum ensuring that all children make good progress from their starting point and are well prepared for the next stage of their education.
- To help children to work towards the achievement of the Early Learning Goals by the end of their Reception year.

2. Implementation

At Castlefields, our broad and balanced curriculum helps all children to make progress regardless of their starting point. We offer rich opportunities and memorable experiences for children to gain the essential knowledge and lifelong skills and attitudes that they will require for their future learning and success. We use our knowledge of the children, their interests and their developmental needs to plan enjoyable activities and challenging learning opportunities across the areas of learning and development in the Early Years Foundation Stage framework. Within our provision we take note of the British Values of Individual Liberty; Rule of Law; Democracy; and Tolerance for Other Cultures. In this way we aim to ensure that our planned, progressive and sequenced curriculum supports all children to make progress and achieve their full potential. The class teacher is the key person for all children, ensuring that every child's learning and care is tailored to meet their needs.

The four guiding principles of the EYFS shape our practice:

A Unique Child, Positive Relationships, Enabling Environments = Learning and Development.

- 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.
- **Learning and development** - Children develop and learn at different rates.

The characteristics of effective learning, the prime areas and the specific areas of learning and development are all important and interconnected.

The characteristics of effective learning

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically.

The three prime areas:

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

The four specific areas

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

We follow the educational programmes which involve activities and experiences for the children as set out under each of the areas of learning in the EYFS Framework.

3. Impact

Ongoing, formative assessment is a vital part of the learning and development process which enables us to recognise children's progress, understand their needs and to plan relevant activities and support. Any concerns regarding learning and development needs are discussed with parents and referred to relevant professionals when necessary.

The Reception Baseline Arrangement is a short assessment of all children, taken in the first six weeks in which a child starts in the Reception class – it is not suitable as a formative or diagnostic assessment

Summative assessment for each child at the end of the final term of the EYFS (no later than 30th June) is statutory, using the Early Years Foundation Stage Profile.

The EYFSP provides a summary of the child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the 17 Early Learning Goals. Teachers indicate whether a child is meeting expected levels of development or not yet reaching expected levels (emerging). The results of the EYFSP are shared with parents and/or carers and the Year 1 teacher is given a copy.

See also the whole school Assessment Policy.

Additional Information

a. Safeguarding

The children's safety is paramount, and we adhere to the "safeguarding and welfare requirements" of the EYFS framework. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices, be healthy and assess risks. We ensure the safeguarding of the children; ensure the suitability of adults who have contact with the children; promote good health; manage behaviour; and maintain records, policies and procedures. See School Safeguarding Policy and Appendix A.

Designated Safeguarding Leads – Rebecca Lee, Christopher Marsh and Karen Wills.

b. Parents as Partners

- All parents are welcomed and valued. We have an open-door policy where parents are able to have regular contact with staff to ensure continuity of care and understanding about their individual child and their needs.
- At the end of their Nursery and Reception year we share an end of year report with the parents. The child's EYFSP scores including the Characteristics of Effective Learning are shared with parents at the end of their Reception year.
- There are two parents' evenings per year for Reception children. We arrange meetings with parents of EYFS children at other times, if we have any concerns that need discussing.
- We welcome feedback from parents to improve the quality of our provision via the school survey, which is carried out twice per year, as well as in more informal ways at any time.
- Working with other services is integral, we may need to share information with other professionals to meet the needs of the children in our care.

c. Admissions and Transition Arrangements

Children are admitted to the Reception class according to Shropshire LEA guidelines. Children are admitted to the Nursery class according to the Castlefields' Nursery Admission policy.

At Castlefields Primary School we aim to make transitions within the EYFS and from the EYFS into Key Stage 1 a positive experience for every child and to ensure that all children continue to make progress.

Transitions into Nursery

- Parents and child are invited to a short meeting in the Nursery classroom and parents can ask questions, while the child plays with the TA, on a 1:1 basis.
- Children are invited to spend two 1-hour sessions in Nursery, in the half term before they are due to start.
- Parents are given a starting school pack to share with their children before starting Nursery.
- Parents are asked to fill in personal information about their child.
- Health information is shared, such as any allergies experienced by the child.
- Extra meetings are arranged if necessary, to discuss children with Special Educational Needs.

Transitions from Nursery to Reception class

- Children entering the Reception class spend some sessions in the Reception classroom in the term prior to admission. They are also invited to sample a school meal where possible.
- For children joining from other Nursery settings, a meeting is arranged between the Reception teacher and the Nursery staff to discuss their individual needs and abilities. If this is not possible the discussion is held by telephone.
- Parents are invited to a 'Starting School' talk in the term prior to their child starting school/ Reception staff and SEN carry out home visits.
- Parents are given a starting school pack to share with their children before visiting the setting.
- Parents are given school admissions policy and details of the option of a part time start.
- Parents are asked to fill in personal information about their child.
- Health information is shared, such as any allergies experienced by the child. Extra meetings are arranged if necessary, to discuss children with Special Educational Needs.

Transitions from Reception to Year 1

- There are opportunities to work with Key Stage 1 during the school year e.g. Harvest festival, Christmas play and other cultural celebrations.
- The whole school has a 'move up' session in the summer term when children spend time with their next teacher in their new classroom.
- Early Years Foundation Stage Profile (EYFSP) scores and pupils' work are shared and discussed between Reception and Year 1 teachers to ensure continuity of learning.
- Health information is shared, such as any allergies experienced by the child. Extra meetings are arranged, if necessary, to discuss children with Special Educational Needs.
- The Year 1 curriculum builds upon and extends the learning experiences children have had in the EYFS.

d. Staff Professional Development

- Staff attend relevant training and courses to help keep them up to date with the latest developments in education.
- Regular meetings are held with the EYFS team to discuss individual children and groupings and the next phase of planning, including the development of the environment.
- Staff work towards their performance management targets, working on whole school targets as well as personal targets for the benefit of the children in their class and the wider school community.

This policy should be read alongside additional school policies, including but limited to the following:

Staff Code of Conduct Policy

SEN Policy

Assessment Policy

Health and Safety Policy

Child Protection and Safeguarding Policy

Behaviour Policy

Medicines in school Policy

Equal Opportunities Policy