



Early Years Foundation Stage (EYFS) Policy

Written / reviewed by	C Butterworth
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Headteacher	<i>R Swaby</i>
Chair of Governors	<i>J Goodwin</i>

Intent

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. We have one Reception class at Friezland Primary School with children starting in the September before their fifth birthday.

At Friezland Primary School we develop well rounded, resilient pupils who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. We encourage pupils to be independent, curious, confident, happy, creative and resilient learners. Through our teaching and learning strategy, we develop pupil's communication skills ensuring that they know how to express themselves appropriately and feel heard.

By establishing effective and supportive relationships with pupils, Friezland Primary School aims to ensure that pupils feel valued as an individual, are empowered to meet their own individual needs and enjoy their learning experience whilst achieving the early learning goals.

Aims

Friezland Primary School aims to support each pupil's welfare, learning and developmental needs by:

- Providing security and safety in a warm and caring environment;
- Encouraging and developing a sense of self-confidence and self-esteem;
- Developing children's awareness of the needs and feelings of others;
- Enabling children to express their feelings and to cope with their fears, apprehensions and difficult experiences;
- Encouraging independence and a sense of responsibility;
- Providing opportunities for the child to interact with other children and adults;
- Promoting communication skills;
- Developing spatial awareness;
- Developing children's manipulative skills and hand-eye coordination;
- Extending children's language and reasoning skills;
- Fostering creativity and the use of imagination;
- Ensuring learning through real and direct experiences;
- Giving opportunities for children to develop gross motor skills, and
- Providing opportunities for regular contact with all parents.

Overview of the Foundation Stage

The Foundation Stage takes into account all the learning of children from birth to the end of the school year in which they are 5. Our children follow the curriculum as outlined in the DfE (2017) Early Years Foundation Stage (EYFS) document. Effective practice is built upon the 4 EYFS principles which are:

- **A unique child:** every 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 strong relationships;
- **Enabling environments:** children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers and parents/ carers, and
- **Learning and development:** children develop and learn in different ways.

Curriculum

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

The **Prime Areas** are:

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

The Prime Areas are strengthened and applied through 4 **Specific Areas**:

- Literacy;
- Mathematics;
- Understanding the world, and
- Expressive arts and design.

We set aside short sessions each day when the children come together for adult-led learning. In these slots we focus on phonics, literacy, mathematics and topic related work. Physical education and Forest Fun sessions are included on a weekly basis and children have opportunity to access the outdoor environment each day.

Provision and Provision Areas

Children are encouraged to work independently within the provision areas. They are encouraged to get-out and put-away their own equipment to increase their independence. The resources are readily available and clearly labelled for the children to access and are divided into the following provision areas:

Creative Area

- Play dough and a range of cutting and moulding equipment;
- Art area including free painting and collage equipment;
- Craft area including junk modelling;

Literacy Area

- Role play area which is topic related;
- Writing area with a range of writing equipment including felt pens, crayons and pencils;
- Quiet reading area with a range of fiction and non-fiction books for all abilities;

Mathematics Area

- A range of number games and jigsaws;
- Counting resources such as multilink cubes, beads, pegs and pegboards;
- 2D and 3D shapes;
- A variety of equipment for measuring;
- Cash registers and money;
- Clocks and sand timers;

Construction Area

- Boxes of Duplo, mobilo, sticklebricks and Lego;
- Wooden blocks

Small World Play

- Variety of animals e.g. zoo, forest, polar;
- Forest tree house;
- Jungle safari;
- Pirate ship;
- Brio train;
- Wooden dolls house;
- Multi-cultural small people;

Outdoor Learning Area

- Sand tray and a range of sand toys including buckets, spades and sieves;
- Water tray and a range of water toys including water wheel, bottles and boats;
- Painting easel;
- Mathematics resources;
- Role play dressing-up costumes;
- Small world play;
- Music box;
- Construction blocks, crates and guttering;
- Forest area;
- Garden area;
- Wheeled toys and prams, and
- Balls and bats.

Outdoor Play

Outdoor play is an important part of the Foundation Stage Curriculum. At Friezland it is not possible for children to have direct access to the outdoor environment. However, staffing and the timetable are flexible to allow opportunities for outdoor play each day. We believe outdoor play is vital because:

- It enables children to become independent learners;
- It encourages social and moral development;
- It encourages children to grow in confidence and self-esteem;
- It promotes and enables physical activity;
- It allows children to take risks, and
- It allows time to consolidate skills learned.

Assessment and Record Keeping

Children are assessed on a termly basis using the Early Years Outcomes which are highlighted on each child's individual tracker (see appendix 1). Assessments will be made in each of the seven areas of learning and this will form a basis for the report sent home to parents in the summer term.

Focused observations (lasting 10 minutes) occur termly and are undertaken during structured play activities when the child initiates their own learning. Assessments of the child's progress are recorded against the Early Years Outcomes and Early Learning Goals and next steps to take the child forward are also recorded to allow for effective planning. Incidental observations are noted when a child displays a new skill and these are again used to help plan effectively to move children onto the next stage. All members of staff in school are responsible for adding observations to children's learning journeys. Parents are also encouraged to contribute to their child's learning journey by adding observations from home. During Parents Evenings, children's learning journeys are available for parents to look at.

Parental Involvement

Children's education starts from birth, so their earliest learning experiences are in their own homes. It is important therefore that a partnership between the reception teacher and parents is established from the beginning and maintained throughout the child's time in school. Parents and teachers work closely together to meet the best interests of children in their care.

Parents and carers are always welcome to talk to the reception teacher at the beginning and end of the school day.

Prior to children starting at Friezland we visit all children and parents in their homes which gives parents opportunities to ask questions and discuss any information they feel is pertinent to their child. Parents are also invited to an intake meeting towards the end of the summer term before their child begins in reception. There are also parents evenings twice a year, initially to discuss the settling in process and later in the year to give a progress report. Parents receive a final report which indicates their child's level of achievement against each of the 17 Early Learning Goals.

Special Educational Needs

Although the educational goals for all children are the same, the help that individuals need in progressing towards them will be different. The full range of educational experiences which enhance play, early language and speech, will be accessible to all children in the class.

While some children's needs are identified early others are not and careful observation and recording is vital if particular needs are to be identified early and appropriate support given. Children's special abilities are observed and fostered. Each child is challenged and enabled to advance in their learning at their own pace.

Differentiation of work to meet children's individual needs is provided according to need, grouping, adult support, provision of resources, assessment and expectations. In addition to this, where children have been identified as having a specific need, an intervention programme will be implemented to narrow the gap in learning.

Equal Opportunities

Provision is made for all pupils regardless of ability, disability, Special Educational Needs, medical condition, gender, faith or ethnicity. All children have the right to be treated equally and the school will take measures against adults and children who do not abide by this ethos.

Transition to Year One

Foundation Stage and Key Stage One practitioners work in close contact to manage the transition from Class 1 to Class 2. We feel it is important to manage the transitions carefully to:

- Ensure children feel secure, comfortable and successful;
- Make sure that vital information is transferred;
- Provide support for vulnerable children;
- Make sure that parents and children are involved in the process, and
- Recognise the different learning styles of different children.

Throughout the Autumn term those children who need extra time within the Reception classroom or for Outdoor play are given the opportunity to visit in small groups with the support of an LSA. Year 1 and Foundation Stage children work together for 1 hour a week during the Summer Term enabling children to form relationships with their classmates for the following year. They complete literacy and numeracy activities and also enjoy sessions of outdoor play.

Transition from Pre-school settings to Reception

Before a child starts to attend the school there are a number of transition opportunities which ensure children feel safe and secure about starting school. The class teacher visits as many pre-school settings as possible to see the children in an environment within which they are secure. This also gives opportunities to speak to the children's current key worker and to consider current progress within the Foundation Stage. The class teacher and LSA (learning support assistant) also visit each child and parent in their home setting. This enables the child to meet his/ her teachers in a relaxed familiar setting. Parents also have the opportunity to ask any questions they may have and to give any information they feel is pertinent to their child. The children receive a child-friendly welcome pack which gives details about a typical day and routines at school. All children are then offered a morning or afternoon visit to the reception classroom and chance to bring their parents to lunch so they have experienced all facets of school life before their start in September.

Parents are invited to a new parent meeting where they have opportunity to meet staff and other parents. This meeting gives key information about school including the curriculum, school uniform, lunch time arrangements and other important routines.

On entry to Reception each new child is paired with a 'buddy' from Year 6. At playtimes and lunchtime, the Year 6 children collect Reception children from the classroom and help them to get their dinner or put their coat on as they go outside. Buddies also help in the classroom with tasks such as reading and circletime.

Health and Safeguarding

We are a Healthy School and promote healthy snacks. All the children receive free fruit and milk and a free healthy school lunch from the Government backed scheme.

We take all accidents seriously and always log these in the school accident file and email home a copy of the parent accident form. If a child has a head injury, we send a text message to the parents or ring home depending on the extent of the injury. We follow whole school procedures for medical issues such as asthma and allergies as set out in our medicine policy.

Risk assessments for the indoor, outdoor and forest fun learning areas are reviewed annually. All equipment is checked regularly for damage and defects. Both our outdoor learning areas are secure and safe with fencing around the boundaries and locked gates when children are accessing the areas. Children are supervised in these areas at all times.

Our child protection officer is Miss Rachael Swaby (Headteacher) and we receive regular training to keep our systems up-to-date. Information regarding this can be found in our whole school Child Protection Policy.

Key Person and Staff Ratios

Each child will be assigned a key person upon joining Friezland Primary School. The key person may be the class teacher or LSA. The key person must ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents/ carers in guiding their child's development at home. They should also help parents engage with more specialist support if appropriate.

Reception classes in maintained schools are subject to infant class size legislation. The Schools Admission (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher. At Friezland Primary School the Reception class is taught as a discrete cohort of 15 pupils.

Monitoring and Evaluating

Policy and practice in early years are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of early years will be monitored by the early years coordinator in conjunction with the headteacher. Monitoring takes the form of lesson observation, planning and book scrutiny's and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the early years co-coordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Early Years Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data including photographs for Learning Journeys	Name D.O.B. Baseline data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of the Child	All Staff (as necessary)	Staff electronic records Paper tests are stored in locked filing cabinets in each classroom / basement Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.