Belonging, Believing; Together Succeeding.

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032 EYFS Policy

Date Reviewed by Staff:	July 2019
Date Reviewed by Education Committee :	17/9/19
Date Ratified by Full Governing Body:	
Next Review Date: (3 years unless otherwise advised)	2022

Our Vision

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'
Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Barrington C of E Primary School children are admitted to reception in the September following their fourth birthday.
Early childhood is the foundation on which children build the rest of their lives. At Barrington C of E Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.
However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives
We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.
At Barrington C of E Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

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

A Unique Child

At Barrington C of E Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Barrington C of E Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this 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;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Barrington C of E Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our open afternoons and home visits.
- Providing a handbook of information about commencing Reception at Barrington.
- Outlining the school's expectations in the Home-School agreement.
- Inviting children to spend time in Reception Class for induction visits before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Offering individual parent/teacher informal meetings before the children are full time.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Sending home 'super stars' slips designed to enable parents to record outstanding achievements.
- Publishing an information letter each term detailing the areas of learning and the overarching theme of the term or half-term.
- Offering parent/teacher consultation meetings at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers, forest school helpers.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Design and technology morning and Cafes for all.

Enabling Environments

At Barrington C of E Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. 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. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Teaching and learning styles

The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- That teachers know how children develop and learn, and how this affects their teaching;
- A range of approaches are used that provide first-hand experiences to develop play and talk or other means of communication;
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 when possible;
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents when necessary;
- 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 adults working within the Foundation Stage.

Assessment

During the first term in school, the teacher informally assesses the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records and learning journals and records examples of each child's work. Tracking grids are updated at the end of each term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age-bands.

At the start of October we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

Safeguarding & Welfare

At Barrington Primary, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2018.

• To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;

• Promote good health;

• Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;

• To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;

• Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
• Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.
It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

Keeping Safe
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Barrington School adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/ carers outside of education wherever possible. Our key worker systems ensure a positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty.

Monitoring and Review
It is the responsibility of those working in Red Class to follow the principles stated in this policy. The Headteacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.

Parents as Partners
We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- home visits when the child starts in September.
- the children have the opportunity to spend time with their teacher before starting school both in school and in their nursery or preschool setting.
- offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's 'Learning Journey'
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Celebration assemblies, Forest Scholl sessions, Curiosity Café events, Creativity/Curriculum afternoons etc;

Approach to transition

Planning should be based upon children's needs and interests and assessment information from the previous class/group/setting. EYFS and Year 1 teachers are to share professional knowledge and take time to explain the EYFS assessments that are in place.
There should be a professional regard for the information from the previous setting/phase.
Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
•Children should enjoy the transition process. The transition should motivate and challenge children.
Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children. Effective transition takes time, and is a process rather than an event. Parents and carers need to feel well informed about and comfortable with all transitions in their child's life. Children, parents/carers and staff need to be involved on an equal basis. Transition is about the setting fitting the child, not the child fitting the setting. Resources are to be used to maximise learning opportunities and used to promote awe and wonder / creative imaginations.

Initial preparations
Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance.
The class teachers will visit preschools during the summer term in order to meet the children in their current setting and also to talk to the child key worker. Throughout the summer 2 term the new Reception children will be invited into school for activity sessions. These will be on a weekly basis and enable the children to meet all staff and take part in all areas of school life. There will also be an evening for parents to meet staff and collect their 'School packs' which contain information about starting dates, uniform, school lunch etc.