

Amblecote Primary School



Early Years Foundation Stage Policy

Responsibility for monitoring this policy: Mrs A Price and Mrs H Perigo

Review Annually
(or in response to changes in legislation)

Updated September 2021

Review date September 2022

Proposed by the Headteacher

Mrs J. Cook

Approved by Governing Body

Mrs Claire Roberts (Chair of Governors)

1. Vision and Aims
2. Legislation
3. Structure of EYFS
4. Curriculum
5. SEND
6. Teaching and Learning
7. Planning
8. Characteristics of Effective Learning
9. Assessment
10. Induction and Transition
11. Working with Parents
12. Safeguarding, Welfare and GDPR (refer also to safeguarding policy) intimate care and use of mobile phones and cameras
13. Monitoring Arrangements

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory framework for the early years foundation stage, 2021)

‘At Amblecote We Achieve because in our Pupils we Believe’

Our vision is to ensure that our EYFS is fully inclusive and that everyone can grow and develop as an individual in a safe and nurturing environment.

We put children and families at the heart of everything we do valuing parents as their children's first and most important educators. We aim to inspire pupils to achieve their potential in a stimulating and fun way, laying solid foundations for our children's future.

Praise and clear boundaries contribute to building confidence and resilience of our children. We believe in praising effort and valuing the little steps that really make a difference to the children's progress and self-esteem.

Our Key Values

Kindness

We promote kindness and consideration so that all children feel cared for and safe in a warm, welcoming and happy environment.

Respect

We develop our children's respect for the diverse views, interests, and abilities of others so that they appreciate their similarities and differences, learning with each other. Staff, children, and parents listen to others and treat each other fairly. We respect and look after our indoor and outdoor environment and take responsibility for our actions and belongings. We are honest and show good manners.

Inclusivity

We recognise that all children and families have a right to access our provision and be welcomed as equal partners. We go out of our way to adapt and improve our provision to ensure it 'enables' all. Every child is treated as a unique individual.

Perseverance

We aim high together supporting our expectation that all pupils are encouraged to persevere in order to achieve. We don't give up, we try our very best, we are not afraid to make mistakes and we learn from our mistakes. We are confident and **resilient**.

Our Aims

1. To provide a caring, respectful, and positive environment in which **all** children feel safe, secure and welcome.
2. To enable the children to become happy, healthy, enthusiastic learners with high self-esteem and self-worth.
3. To provide a high quality, stimulating and challenging indoor and outdoor environment that will engage children and develop their independence, curiosity and creativity and encourage a love of learning.
4. To work in close partnership with families, the wider community, and outside agencies to promote the best outcomes for all children.

5. To ensure practitioners have high expectations of all children in our care and to ensure that every child makes good progress, and no child gets left behind.
6. To celebrate diversity, appreciating and respecting the things that make each child unique.
7. To work as part of the wider school team in growing together.

Our aims encompass the overarching principles of the EYFS and shape our practice at Amblecote.

The four guiding principles are:

- 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.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

(Statutory framework for the early years foundation stage, 2021)

2. Legislation

This policy is based on requirements set out in the Statutory framework for the early years foundation stage effective from September 2021.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. Structure of the EYFS

At Amblecote Primary the Early Years Foundation Stage consists of a Pre-school and two Reception classes. The Pre-school offers 7, 30-hour places and morning or afternoon only sessions. Children generally start Pre-school the term after their third birthday. The morning sessions run from 8:45am until 11:45am and the afternoon sessions run from

12:30pm until 3:30pm Monday to Friday. 30-hour children attend from 8.45-3.30pm. Further details regarding 30 hours can be obtained from the Pre-school manager. Each child is assigned a key person. Their role is to help ensure that each child's care is tailored to meet their individual needs. The key person along with the other Pre-school staff help the child become familiar with the setting. Pre-school staff ratio is one adult to eight children. Children join Reception in the September after they turn four. Children do not need to have attended our Pre-school to apply to join our Reception Classes and attendance at our Pre-school does not guarantee a place in our reception class. (See admissions policy.)

Our reception intake is 45 per school year and each class a qualified Teacher and a Level 3 Teaching Assistant. The reception class school day begins at 8.45, with registration promptly at 8.55am and ends at 3.15pm. The children share two classrooms with a reception class outdoor area. The Outdoor area provides additional learning opportunities as an extension of the indoor learning. In the mornings Teaching and Learning is more structured and has specific learning intentions through differentiated teaching. During the afternoons children are encouraged to freely access the provision with the support of adults. Adults are highly experienced to observe, facilitate and assess the learning. We collect photographic evidence for each area of learning as well as having a paper Learning Journal Folder.

4. The Educational programme

Our Educational programme involves activities and experiences tailored towards the children in our setting.

Prime Areas:

- **Communication and Language**
Listening, Attention and Understanding
Speaking
- **Personal, Social and Emotional Development**
Self-Regulation
Managing Self
Building Relationships
- **Physical Development**
Gross Motor Skills
Fine Motor Skills

Specific Areas:

- **Literacy**
Comprehension
Word Reading
Writing
- **Mathematics**

Number
Numerical Patterns

- **Understanding the World**
Past and Present
People, Culture and Communities
- **Expressive Arts and Design**
Creating with Materials
Being Imaginative and Expressive

Learning and Development Considerations

Staff consider the individual needs, interests, and development of the children in their care and use this information to plan challenging and enjoyable experiences for children in all areas of learning and development. Practitioners aim to build strong foundations in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. If a child's progress in any Prime Area gives cause for concern, practitioners will always discuss this with the child's parents/ carers and agree how to support the child. This may highlight whether a child may have special educational needs or disability which may require further interventions or specialist support.

5. SEND

There is a named special educational needs co-ordinator (SENCO) for the main school and for the Pre-school whose role is to support staff and pupils to make sure that any additional adjustments that are needed are in place and that these are working well.

The SENCO may be involved for lots of reasons:

- Outside agency already involved.
- Staff have highlighted areas where extra support may be needed.
- Some children may need support with social interactions or how they are coping emotionally within their new classroom.
- Parents have concerns about their child's progress/how they are coping in Pre-school/ reception.
- Support within the home e.g. routines and behaviour.

Whatever the need, they are there to listen and support parents/ carers with their child. It is always very much from a **supportive** point of view. Any decisions that need to be made will be made with parents/carers. Nothing will be done without consent. All staff want to make sure that **all** children make a successful start to their school life.

English as an Additional Language

We will provide opportunities for children to develop and use their home language in play and learning. We will ensure that children have sufficient opportunities to learn and reach a good standard in language in the EYFS.

6. Teaching and Learning

We value the importance of play for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in their own play which is guided by adults. Practitioners stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions couple with secure routines for play and learning. As our children grow older and move into the reception year there will be a greater focus on teaching essential skills and knowledge in the specific areas of learning in preparation for year one. Our carefully planned timetable focuses on the teaching of knowledge and skills in ways that are effective to the children at Amblecote.

7. Planning

Our long-term plan ensures all seven areas of learning are planned for with great emphasis developing vocabulary and early language skills.

8. Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. Staff plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- **Playing and exploring**- children investigate and experience things and 'have a go'.
- **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

9. Assessment

We use assessment to help parents, carers, and staff to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process.

In order to measure children's progress, during the first few weeks in pre-school and reception class, the key person assesses the ability of each child on entry. Baseline assessments including language screening outcomes and early phonics knowledge are shared with parents during the first half term. We use this information to shape teaching and learning experiences for each child reflecting that knowledge.

Observations and assessments of children will not entail prolonged breaks from our interactions with the children or require excessive paperwork. Practitioners will draw on knowledge of the child and through professional judgement to identify if the child is working at the expected level of development. On-line learning journeys are used to regularly inform practitioners and parents about their children's development and learning.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a wellrounded picture of a 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 early learning goals. The reception staff indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

10. Induction and Transition

We plan for a staggered entry into EYFS to facilitate smooth transition and we endeavour to ensure that individual needs are met. Practitioners are flexible and take account of information given by parents and by previous settings. Regular meetings between Pre-school and Reception ensure a common format for planning and provision. There is also a sharing of data and information around children's individual needs. Several transition visits for children moving from Pre-school to Reception and Reception to KS1 take place during the half term leading up to the transfer. There is also a parent/carer information meeting where information packs and can be looked at. Parents are invited to ask questions and make staff aware of any important information. Towards the end of term, children in Reception spend sessions in their new classes, meeting their new teacher and becoming familiar with routines and expectations. Profile data and Learning Journeys are shared.

11. Working with Parents

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. We ensure that parents are given clear information about their child's progress. We listen regularly to parents and invite parents to the setting for meetings to discuss their child's achievements. The help that parents give their children at home has a significant impact on their learning. We aim to encourage all parents to chat, play and read with their children. Some children may get less support for their learning at home than others. By knowing and understanding all the children and their families we can offer extra help to those that need it most.

In the EYFS we ensure a strong relationship between parents and staff through:

- Transition books
- Open door policy whereby parents are actively encouraged to share ideas / information or any concerns, when they drop children off in the morning or after the school day has finished.
- Travelling Ted
- Parents evenings/meetings
- Themed workshops (EYFS, Phonics/Reading, Kinetic Letters and maths)
- Online Learning Journeys
- Notice board/Newsletters
- A weekly Talk Newsletter
- School website
- Communicating achievements to parents through the use of certificates, positive postcards and positive comments.

- Communicating concerns about behaviour. By following the school behaviour policy parents will be fully informed.
- Encouraging parents to share achievements at home through the use of 'Wow Moment' slips.
- Curriculum overviews/ Knowledge organisers
- Class assemblies
- Stay and Play sessions linked to the curriculum e.g. physical workshop, supporting language and vocabulary development, Inspire Writing and mathematics
- ParentHub and ClassDojo

12. Safeguarding, Welfare and GDPR (refer also to safeguarding policy) intimate care and use of mobile phones and cameras

Amblecote Primary School takes the safety of its pupils very seriously and various safety policies and procedures are available to view on the school website.

All practitioners are responsible for the pastoral care of each child. EYFS follow the whole school behaviour policy.

No mobile phones/ cameras other than the designated school mobile phone and camera's may be used in the EYFS. Visitors, including parents are expected to respect this. No child will be handed over to the care of an adult other than a parents/ carer or person nominated by the parent and known to the class teachers.

Any occasions where intimate care is required will be assessed on a situation basis. All safeguarding and child protection concerns will be reported to the DSL lead and procedures followed in accordance with the child protection and safeguarding policy.

13. Monitoring Arrangements

This policy will be reviewed and approved by Mrs Price every year. At every review, the policy will be shared with the governing board.