

Amblecote Primary School



Early Years Foundation Stage Policy

Responsibility for monitoring this policy: Mrs A Price, Mrs H Perigo & Mrs E Bradley

Review Annually
(or in response to changes in legislation)

Updated May 2020

Review date May 2021

Proposed by the Acting Headteacher

Mrs J. Cook

Approved by Governing Body

Mrs June Lewis (Chair of Governors)

The Early Years Foundation Stage is the period of education from birth to 5 years. At Amblecote Primary school we have 2 reception classes, a Pre-school and a T4T's provision. The provisions all work closely together to ensure children make good progress from their starting points.

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 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,
Department for Education, 2017

At Amblecote we believe that the EYFS is crucial in securing firm foundations as a building block for future learning. Children begin their journey at our school through well managed induction and transition. We recognise that every child is different, has a different starting point and may learn in different ways. Pupils at all levels are helped to reach their potential and we aim to develop strong parent partnerships. We value the input, and recognise the importance, of our parents and carers to the children's learning and development. Because of this, we ensure that there are numerous

Principles

The EYFS is based upon four principles:

A Unique Child

At Amblecote 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, 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Amblecote Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

At Amblecote Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Learning and Development

At Amblecote Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. All children begin school with a wide variety of experiences and learning and practitioners working in the Foundation Stage build upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and carers and school staff work effectively together to support the learning and development of all children.

Areas of learning and development

There are seven areas of learning and development in the EYFS. These are split into the prime and specific areas. The prime areas are considered to be particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These **Prime Areas** are:

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

There are also 4 **Specific Areas**:

- Literacy
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

These seven areas of learning support the planning in the Foundation Stage and provide a framework for the learning environment. The curriculum for the early years identifies progress through the ages and stages towards early learning goals in each area. These goals are the established expectations for most children to reach by the end of the Foundation Stage.

All areas of the curriculum are equally important and are planned for to ensure that children receive a broad, balanced and challenging learning experience. We believe that the child should be at the heart of the planning and assessment process so that their experience, interests and learning styles can be explored and used to plan the next steps. All areas of learning depend on each other and are delivered through child initiated and adult led activities.

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.

Teaching

Learning in the EYFS is done through whole class, adult directed and child-initiated activities.

Child initiated learning

Children will spend time learning through play. Adults will facilitate learning in the different areas to ensure that children are moving on with their learning.

Whole class

At certain times throughout the day, the children will come together for some direct, carefully planned, adult led teaching and activities. This allows for teaching of specific skills as well as supporting the children to get into good habits of learning e.g. listening to the teacher, learning as part of a group, taking turns, sitting still etc. Whole class sessions often take the form of carpet sessions and these are timetabled slots throughout the day. In these slots we focus on the seven areas of learning.

Small groups (Key groups in Pre-school and T4T's)

In addition to whole class teaching, children will often work in groups led by an adult. This will increase towards the end of T4T's, Pre-school and reception class in order to prepare children for their transitions.

Phonics

Children in Pre-school and Reception class will take part in daily phonics sessions. We follow the Letters and Sounds Programme (DfE). Children who are falling behind in phonics are given additional support to ensure that they keep up.

The Indoor Classroom Environment

We believe that the learning environment is especially important and aim to provide an attractive, well organised and carefully structured setting that supports both the child and the curriculum. We encourage children to explore, investigate and learn through first hand experiences. It will be rich and stimulating allowing all children to feel proud of their achievements. It will also be practical and purposeful, enabling young children to work independently, matching activities to learning styles and interests. It will be clean, tidy and inviting.

The learning environment is divided into a variety of different areas: art, fiddly fingers, cooking/ snack, construction, exploration and discovery, malleable, maths, music, reading, role play, sand, small world, technology, water and writing areas. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

In addition, the learning environment will also include outdoors and the provision for outside play should complement and add to the provision in the classroom.

The Outdoor Classroom Environment

Our outdoor space also provides for a range of learning opportunities across the seven areas of learning. Children can explore and problem solve, following their own interests and ideas. There are different areas such as the mud kitchen, environmental/enquiry area, water wall, story and mark making areas plus many more. These provide opportunities for children to develop sustained shared thinking and other independent learning characteristics and skills across the early year's curriculum. Pre-school children take part in Welly Wednesday sessions, using the wider school environment.

Parents as partners

Parents are children's first and most enduring educators. When parents and teachers work together, the results have a positive impact on children's development and learning.

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 overview outlining what is going to happen in school that week and what the children will be learning.
- 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
- Class assemblies
- Stay and Play sessions linked to the curriculum e.g. physical workshop, supporting language and vocabulary development, Inspire Writing and mathematics

See Appendix 1

Admissions Policy

It is our intention to make Amblecote Pre-school genuinely accessible to children and families from all sections of the local community. In order to accomplish this:

We run under Section 27 Community Powers within the Amblecote Primary schools site .Our priority is to give places to children aged 3 and over who qualify for the early education funding. Our waiting list is arranged in order of date of birth, not date of application, taking into account all other relevant priorities. (please see below)

We ensure that the existence of Amblecote Pre-school is widely known in all local communities.

Parents/carers and their child are warmly invited to view Amblecote Pre-school. If they wish to apply for a place at Amblecote Pre-school, they need to complete an application form which will be held on file. The Pre-school Manager will contact parents in the term before their child's intended admission date and the offer of a Pre-school place is made. An induction session is booked as is a home visit.

Further play sessions are booked after the induction and home visit which enables the child to meet all the staff, their new friends, explore the surroundings and for parents/carers to ask any further questions that may have arisen since the home visit.

Prior to admission all paperwork relating to the child must be completed by the parents/carers and shared with the child's Key Person. This includes full details of any support required for a child with a medical condition (please see separate policy).

Parents/carers are entitled to claim early education funding for 3 and 4 year olds.

Parents/carers do not have to accept all the sessions offered and have a choice to split them with another setting if they so wish. Fees may also be charged if a child exceeds their 15 hours of funding across different settings. The fees are reviewed annually. We aim to be flexible about attendance

patterns so as to accommodate the needs of individual children and families. We do require that children attend the minimum of 2 sessions.

We have introduced some 30 hour places to accommodate the local communities' needs but this will be reviewed on a regular basis.

Amblecote Pre-school has a 24 place morning session and a 24 place afternoon session. Places are allocated as per the criteria below:

1. Children Looked After
2. To children for whom the setting is the most suitable available setting to meet either the child's special educational needs or medical needs.
3. For children who are currently at the setting (these children may want to move to a morning /afternoon session)
4. For children who attend Amblecote Time for Two's (T4T's) provision
5. For children accessing 30 hours (this is reviewed on a regular basis)
6. To children who have a brother or sister already at Amblecote Primary school who will be attending the school at time of entry.
7. On the basis of proximity.

Admissions Policy- Amblecote T4T's

It is our intention to make Amblecote T4T's genuinely accessible to children and families from all sections of the local community. In order to accomplish this:

We run under Section 27 Community Powers within the Amblecote Primary schools site. Our priority is to give places to children aged 2-3 years and who qualify for the Time for Two's funding. Our waiting list is arranged in order of date of birth, not date of application, taking into account all other relevant priorities. (Please see below)

We ensure that the existence of Amblecote T4T's is widely known in all local communities.

Parents/carers and their child are warmly invited to view Amblecote T4T's. If they wish to apply for a place at Amblecote T4T's, they need to complete an application form which will be held on file. The T4T's Manager will contact parents in the term before their child's intended admission date and the offer of a T4T's place is made.

An induction session is booked as is a home visit. These sessions are booked to enable the Parents/carers to meet all the staff, for children to explore the surroundings and for parents/carers to ask any further questions that they may have.

Prior to admission all paperwork relating to the child must be completed by the parents/carers and shared with the child's Key Person. This includes full details of any support required for a child with a medical condition (please see separate policy).

Parents/carers are entitled to claim two year old funding if their circumstances fit the eligibility criteria. (see Dudley MBC website) Parents/carers that do not fit this criteria can still access the provision at a cost of £15.75 per session.

Parents/carers do not have to accept all the sessions offered and have a choice to split them with another setting if they so wish. Fees may also be charged if a child exceeds their 15 hours of funding across different settings. The fees are reviewed annually. We aim to be flexible about attendance patterns so as to accommodate the needs of individual children and families. We do require that funded children take up the maximum 5 sessions and non-funded children attend for a minimum of 2 sessions.

Amblecote T4T's accommodates 12 children per session on every weekday, 9am-12 noon. Places are allocated as per the criteria below:

1. Children Looked After
2. To children for whom the school is the most suitable available school to meet either the child's special educational needs or medical needs for the child.
3. To Children and families that come under the Time for Twos eligibility.
4. DOB order.
5. To children who have a brother or sister already at the school who will be attending the school at time of entry.
6. On the basis of proximity.

Planning in the EYFS

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners in the EYFS are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

A long-term plan is a way of ensuring that all seven areas of learning are given equal emphasis and that all aspects of learning within the seven areas are covered regularly and frequently. This is reviewed annually according to the children's needs and/or interests.

Medium Term Planning

We address particular aspects of the curriculum in more detail for each half term.

We include links between areas of learning and development. Learning objectives and activities and experiences for each area of learning and development are identified. Planning is shared with parents and children at the beginning of each half term.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

Assessment in EYFS

The monitoring of each child will take place through regular observations, discussions, photographs, record keeping and planned assessments. These will be compiled into a 'Learning Journey' using "**2 Build a Profile**" **Electronic Learning Journeys**, along with children's recorded learning. This is regularly reflected upon by the children themselves and is available for parents to look at. It is also shared during Parent's Evening. The 'Learning Journey' tracks each child's holistic development, interests and achievements.

Early Years Foundation Stage Profile

Each child's development is recorded against 17 early learning goals and divided between the 7 areas of learning and development. Judgments against these scales are made from observation of consistent and independent behaviour from children's self-initiated activities and focus activities. The EYFS profile provides year 1 teachers, the LEA and parents/carers with reliable and accurate information about each child's level of development as they reach the end of the EYFS. Reception staff indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching levels 'emerging'.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- The early learning goals in the specific areas of mathematics and literacy.

Early Interventions

After assessing and discussing individual pupil's progress, a half termly intervention programme is devised to meet the needs of children as they arise. Parents and Carers are fully informed about the purpose and nature of these interventions. We feel that early intervention is extremely important in order for pupils to fulfil their potential. Delivery of interventions will very much depend upon the child or group of children and their developmental stage/interests.

Transition

We plan for a staggered entry into EYFS in order 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 T4T's, 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 T4T's to Pre-school, Pre-school to Reception and Reception to KS1 take place during the half term leading up to the transfer. (Appendix 2) 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.

Special Educational Needs

It is important to ensure early identification of children who find some areas of learning challenging, so that strategies to help them can be put in place as soon as possible. Children will have an 'ISP, which is written by the SENCO in consultation with parents, support staff and the child. This will be reviewed regularly as the child progresses. Outside agencies will be consulted in partnership with the SENCO as needed. Individual planning is created when necessary.

Equal Opportunities

We will endeavour to raise children's awareness of themselves as individuals and their relationships with others and the outside world. All children will have equal access to all activities irrespective of

gender, race or class and where there are cultural differences these will be given consideration.

British Values

We promote British values in our setting, through our ethos and through a range of cross curricular activities. These include celebrating British occasions and festivals, teaching kindness, respectfulness to others and empathy. As part of this learning, children develop mutual tolerance through the understanding and respect for cultural and religious beliefs and their similarities and differences.

APPENDIX 1

Parent Partnership

Policy Statement

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year's settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents. 'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

Procedures:

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families this includes children with additional needs and families who may be involved with Safeguarding and Child Protection agencies.
- We inform all parents about how the setting is run and its policies through access to written information, through Amblecote Primary School website and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written/electronic developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

APPENDIX 2

EYFS INDUCTION PROCEDURES

Induction of children to Amblecote T4T's

1. During the spring term before children are due to start in September, The manager will look at the waiting list and send out letters to eligible parents. The letter contains an offer of place to Amblecote T4T's and a date for the information meeting that will be held in the T4T's mobile during the summer term. At this meeting play and stay appointments will be made for the end of the summer term and home visit appointments will be made for the start of the autumn term and parents/carers can meet the T4T's staff. Session requirements will be discussed.
2. The T4T's Manager will give information about the setting and about the Induction procedure. An Induction Pack containing a Welcome To Amblecote T4T's Handbook and a This Is Me Booklet to be completed with the child at home prior to starting T4T's and brought in when the child officially starts, will be given out and parents/carers will be asked to complete a school enrolment form. Parents will be asked to complete further forms at home and have them ready for the Home visit meeting, where they can be discussed with the child's key person.
3. The Welcome to Amblecote T4T's Handbook will contain information on:
 - T4T's sessions, times and staffing.
 - An overview of the Early Years Foundation Stage ethos and curriculum.
 - Guidelines for parents/carers regarding what to bring to session.
 - Monitoring children
 - T4T's routines
4. The stay and play session will be after the session and will last for one hour, new children and their parent/carer can attend this session to play and meet other new starters and meet and discuss personal information with staff. Parents/carers will have an opportunity during this visit to talk to the Manager and staff either for their own reassurance or to give personal information. All new children will attend a Stay and Play together.
5. In the autumn term the Home visit will commence and this is a time for all paperwork to be completed and to make sure staff have as much information as possible about the child's needs, likes and dislikes. The Time for Two letter from Dudley MBC must be seen by a member of T4T's staff by this home visit.
6. The children start T4T's one per session over a consecutive number of days. Each child is allocated a specific date. If the child is upset parents/carers are welcome to stay until their child is settled. (This may continue for as long as necessary).

Induction of children into Amblecote Pre-school-

1. During the second part of the spring term before the children are due to begin Pre-school in

the September, letters are sent to parents/carers informing them that their child has been offered a place in the Pre-school at Amblecote Primary School, the letter will contain information about a meeting that will be held after the school day, at this meeting appointments will be made and parents/carers can meet Pre-school staff. Session requirements will be discussed.

2. The Pre-school Manager will give information about the setting and about the Induction procedure. An **Induction Pack** containing a **Welcome To Amblecote Pre-school Handbook** and a **This Is Me Booklet** to be completed with the child at home prior to starting Pre-School and brought in when the child officially starts, will be given out and parents/carers will be asked to complete a school enrolment form. Parents will be asked to complete further forms at home and return the whole pack at the next meeting to be discussed with the child's Key Person.
3. **The Welcome to Amblecote Pre-School Handbook** will contain information on:
 - Pre-school sessions and times, staffing.
 - An overview of the Early Years Foundation Stage ethos and curriculum.
 - Guidelines for parents/carers regarding phonics.
 - School uniform
 - Monitoring children
 - Pre-school routines
4. Parents/carers will have an opportunity during this visit to talk to the Manager and staff either for their own reassurance or to give personal information.
5. A further appointment will be made for re-visits to the Pre-school to meet with the child's allocated Key Person and for a Home visit. Staff will obtain consent and information from the parent/carer to visit children within their current setting so as to get a more detailed picture of the child.
6. Further visits are welcomed and encouraged to the Pre-school over the summer term where relationships with the child's Key Person can be built upon. All new children will attend a Stay and Play together.
7. The children start Pre-school in small groups over a consecutive number of days. Each child is allocated a specific time and date. If the child is upset parents/carers are welcome to stay until their child is settled. (This may continue for as long as necessary).

Induction of Pre-school Children into Reception Class

1. Pre-school children will take part in Transition sessions once a week in the summer term. The Reception staff will make a number of visits into the Pre-school to meet the children prior to them starting school. Pre-school children will have the opportunity to use the Reception class during these transition sessions.
2. During the second half of the spring term before the children are due to begin reception, letters are sent to parents/carers informing them of our transition arrangements.
3. The Reception staff will meet the parents/carers at the New Parents Meeting, Stay and Play sessions and the Induction dinner which will be held during the final half term that the children are in Pre-school.
4. Parents are invited to attend a meeting led by the head teacher and the Foundation Stage co-

ordinator where information will be given about the setting and the induction procedure. An Induction Pack containing a reception handbook will be given out and parents/carers will be asked to complete a school enrolment form and further forms at home and return the whole pack to the school office by end of the first week in July.

5. The Handbook will contain information on:
 - The reception class day and staffing.
 - An overview of the Early Years Foundation Stage ethos and curriculum.
 - Guidelines for parents/carers regarding handwriting.
 - School uniform
 - Main policies (other policies are available on the school website)
 - Reception routines
6. Starting Reception photograph books will be given to all the new reception starters detailing staff, the environment and reception routines. Pages are available to parents to add information to be shared during the new parent meetings in September.
7. The Pre-school children will make more formal visits to their new class prior to them starting school during the last weeks of term.
8. Reception staff will inform other Pre-schools of our transition arrangements via a letter and visits to other Early Years Settings will take place in the second half of the summer term. Copies of the starting reception photograph books will also be sent to other Pre-school settings.
9. Reception staff will meet with Pre-school staff to pass on information about the children.
10. Induction meetings will take place in September where staff, parents and the children discuss the information pack and gather further information about each child to ensure a smooth transition into school.
11. The children start reception in small groups over a consecutive number of days. Each child is allocated a specific time and date.

Reception to Year 1 Transition

The Reception and year 1 staff work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Amblecote:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support.
- Reception children meet year 1 teachers during assembly, playtime and other whole school activities during the reception year.
- Individual EYFS Profile folders and 'Learning Journeys' are passed on to year 1 teachers.
- An EYFS Profile end of year class summary is passed on to year 1 teachers.

- Reception and year 1 teachers meet to discuss individual needs of children in July.
- Reception children visit their new Year 1 class and teacher for story times and several play sessions during Summer 2.
- Reception pupils are organised into their year one class groups during the last four weeks of term. Year One staff visit the children in reception class to get to know them.
- Reception children design their own coat peg label to take to Year 1.
- Reception children take home a memory bag over the summer holidays to collect objects to show their new teacher in September.
- Parents are invited to a transition meeting and a stay and play session in year one.
- There is a similar structure to the school day during the Autumn Term when the children move into year 1.
- There is an overlap in approach and routines, e.g. Fruit time, behaviour systems, timetables, etc
- Where possible, the year 1 children continue to enjoy practical learning experiences which gradually becomes more formalised towards the end of the academic year.