

Redlands Primary School

Early Years Foundation Stage Policy



Our Vision

At Redlands Primary school our vision is to strive continually for high levels of achievement and challenge in a creative and nurturing environment which encourages children's aspirations, self-confidence and independence and where children build meaningful relationships within both local and global community.

In the Early Years Foundation Stage (EYFS) our aim is to provide every child with the skills to become a happy, independent and curious life-long learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill-based activities.

Our Principles

At Redlands Primary School we strive to inspire every child to develop a love of learning that will enable them to have the best possible future life chances.

The statutory framework for the EYFS states four guiding principles which should shape practice in the early years. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured;
- children can be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers; and
- **children develop and learn in different ways and 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; (*Statutory framework, March 2014*)

The ways in which the child engages with other people and his/her environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

And four specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

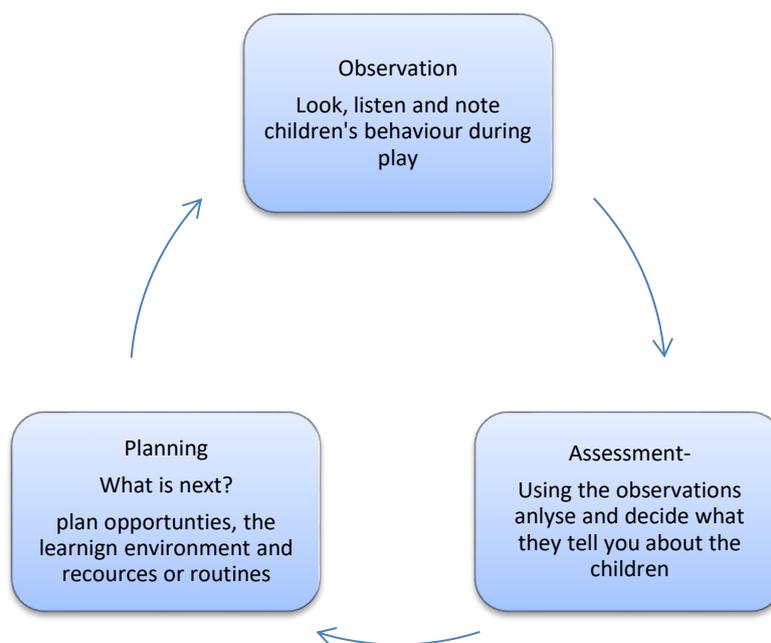
- playing and exploring
- active learning
- creating and thinking critically

Our EYFS curriculum

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real life problems
- strives to encourage and develop a love of learning
- enables learning to develop within a child-centred approach
- ensures resources and apparatus are available to support learning at every stage of development, and in every area of the EYFS curriculum
- ensures all areas of learning are regarded with the same level of importance and are interlinked

- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together celebrating their diversity, with each of them playing a valuable role in the multi-cultural world in which they live.

The EYFS curriculum has the child at the heart of the curriculum and is evaluative:



The Enabling Environment

The EYFS area is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment which staff make during both child-initiated and adult-led times and all have a main learning intention that can be accessed with and without adult support.

Our basic provision is linked to the age-related expectations of the cohort.

We encourage child-initiated activities and adapt our continuous provision accordingly.

We enhance our provision through objects, prompts, conversation and questioning.

Planning

We use the development statements in *Development Matters* (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for characteristics of effective learning to be demonstrated and embedded.

Planning is based on children's interests. The long-term plan (Appendix A) states the learning journeys followed throughout the year. These are subject to change according to cohort interests. Pre-planning sessions with the children are timetabled into the week prior to starting a new learning journey.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception class environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult-led, child-led or child-initiated learning.

Child-initiated activities may be instigated when the child brings something to the setting; this might lead to the provision of resources, stories and pictures to support this interest.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to challenge themselves through self selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Planning takes into account children with individual needs in line with the SEND Policy.

Inclusion

The EYFS curriculum at Redlands focuses on personalised learning. We use a tracker for language to identify which children will need support in communication and use our assessments to plan for next steps. The SENCO works closely with the EYFS team and the Pastoral Support Worker who is trained in developing children's communication as well as personal, social and emotional needs. We also recognise some of our children may be gifted in specific areas such as music or art and therefore our personalised learning approach supports their learning. Opportunities to develop and enhance the skills of gifted and talented pupils are provided both within the classroom and through the provision of specific projects and activities.

Assessment

Ongoing formative assessment is at the heart of our early years practice.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and photographic observations and this involves the teacher and other adults as appropriate.

Staff will use learning books to capture baseline assessments that are carried out in the first few weeks of school. This assessment will inform us the cohort's emotional needs, as well as academic

attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with the senior leadership team.

We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction
- evidence gathered from a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across the EYFS team
- moderation with other schools, Year 1 teachers and with the Local Authority.

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting. They receive a written report on their child's achievements at the end of Term 4 and their Early Learning Goal achievements at the end of Term 6. Parents have informal feedback as and when they like. Assessments for the children are recorded on learning books and they can access this tracking tool using a parent portal. Parents are also invited for weekly stay and play sessions in Term 2 onwards where they can talk to the staff and play with their child.

Transition

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At Redlands Primary School we have created good links with our main feeder nurseries and endeavour to build new relationships with pre-school establishments that are new to our school..

To ensure the best possible transition we:

- value the parent as the first educator of their child
- make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child
- visit as many pre-schools as possible to meet children in a familiar setting
- share important information about our school during new-parents meeting (June)
- use written information sent by pre-schools to inform early planning
- hold a series of 'welcome/taster' sessions for parents and children in July
- share information in a transition meeting with key adults for children with additional needs
- meet with every parent and child before beginning school to share important information from home and school in a home visit
- stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school.

Working in partnership

We place high emphasis on the benefits of working in partnership with parents as this can have a huge impact on the effectiveness of our EYFS setting.

We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

Within our role of enabling partnerships we:

- meet weekly with EYFS team to discuss assessments, planning, individual children and research
- hold regular parent workshops on relevant areas of their children's development e.g. maths, reading or phonics
- work closely with the LA to moderate and meet other local schools.

The Early Years Team

Our EYFS team consists of experienced teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.

Review date: September 2021