

BYRON COURT PRIMARY SCHOOL

Early Years Foundation Stage Policy

1.0 INTRODUCTION

1.1 At Byron Court Primary the Early Years Foundation Stage currently covers the development of children during the reception year. The school recognises that early childhood is an important stage of life and has its own particular needs. The Foundation Stage acknowledges the many valuable skills children have developed and the importance of the role parents play in this. Children learn best from first hand experience and learning is interrelated to help children reach their full potential. We are an inclusive school where pupils, parents, staff, governors, the L.A. and local services work in partnership to meet the needs of the children.

2.0 AIMS

- 2.1 To challenge the children and set high expectations.
- 2.2 To present the children with a structured programme of planned activities, which fosters learning across the seven areas of the Early Years Foundation Stage (EYFS).
- 2.3 To provide a balance of independent and teacher-led activities, valuing the importance of independent learning.
- 2.4 To provide a secure, stimulating and challenging learning environment which encourages children to work and play independently.
- 2.5 To develop each child's knowledge, skills and enjoyment in all areas of learning.
- 2.6 To monitor children's well being and involvement through informed observation.
- 2.7 To plan activities and experiences in response to the assessment of individual children's progress.
- 2.8 To establish good partnerships with parents and carers, where they feel valued and able to contribute to and participate in, school life.
- 2.9 To ensure that children with SEND are identified early and appropriate arrangements are made for them.

3.0 THE ROLE OF THE FOUNDATION STAGE LEADER

- 3.1 The EYFS leader will monitor the quality and appropriateness of the provision through taking the lead on planning and evaluation.
- 3.2 To attend Wider Leadership team meetings to keep SLT informed of progress made against action plans and issues relating to EYFS.
- 3.3 To ensure that EYFS issues are considered in all school policies.
- 3.4 To ensure that resources are appropriately allocated and to be responsible for the Foundation Stage budget.

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- 3.5 Ensure that all staff are aware of the EYFS policy and induction procedures.
- 3.6 Keep up to date with current issues in EYFS by attending relevant courses and training and feeding information back to colleagues.
- 3.7 To monitor planning and practice in the short, medium and long term.
- 3.8 To lead workshops for parents and staff on EYFS related issues.
- 3.9 To carry out duties as outlined in the EYFS Leader's Job description.

4.0 THE ROLE OF THE ASSESSMENT LEADER

- 4.1 To support the EYFS Leader in analysing baseline assessment on entry to Reception.
- 4.2 To support staff in the analysis data to inform planning and assessment.
- 4.3 To work with the EYFS Leader to identify children or groups falling below or exceeding levels expected.
- 4.4 To collect and collate all data informing progress in the Early Years.

5.0 THE ROLE OF THE CLASS TEACHER

- 5.1 To maintain an environment in which all children are secure, where learning may take place and all are enabled to achieve.
- 5.2 To plan and provide an appropriate curriculum for the EYFS, based on the seven areas of learning .
- 5.3 To make regular long and short observations to record progress in pupil portfolios.
- 5.4 To complete, and keep up to date, portfolios, records and reports for each child.
- 5.5 To establish and maintain a positive relationship with parents and carers.
- 5.6 To communicate with parents regarding children's progress through the sharing of portfolios, parents evenings and informal discussions.
- 5.7 To work with the Inclusion team to ensure early identification of children with special education and welfare needs and to document these appropriately.

6.0 THE ROLE OF THE TEACHING ASSISTANT

- 6.1 To support the class teacher in maintaining an environment in which all children are secure, where learning may take place and all are enabled to achieve.
- 6.2 To have full involvement in and initiate where appropriate, a range of activities-both indoors and out- and to facilitate child initiated play.
- 6.3 To contribute to planning and to be aware of plans made both in the long and short term
- 6.4 To contribute to observations made for pupil portfolios.
- 6.5 To build positive relationships with both pupils and their parents/carers.

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7.0 THE ROLE OF THE SENIOR LEADERSHIP TEAM

- 7.1 Ensure that issues involving the EYFS are included in the School Development Plan.
- 7.2 Share documentation relating to the EYFS with the EYFS Leader
- 7.3 Take a lead on admission procedures (see admission procedure document).
- 7.4 To ensure that sufficient funding is available to support the maintenance and development of resources.

8.0 MONITORING & EVALUATION

- 8.1 Assessments of pupil progress will be made by class teachers (Baseline, Pupil profiles, Benchmarking and Phonic records, termly and end of stage data) and analysed by the EYFS Leader and Assessment Leader.
- 8.2
Termly and end of stage data will be shared and analysed, especially to identify any children falling below the 'Expected' level at the end of the Reception year and this information will be shared at Transition into Y1 (see school Transition Policy).
- 8.3 Teaching and Learning will be monitored throughout the EYFS according to the termly monitoring schedule.

9. REVIEW

- 8.2 Date of policy – January 2012
- 8.3 Date of review – January 2016
- 8.4 Date of next review – January 2019