

INTAKE PRIMARY SCHOOL



# **Early Years Foundation Stage Policy**

Revised October 2017

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EYFS Leader: S. Robinson

## Early Years Foundation Stage



*“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,*

**Department for Education, 2012**

Early childhood is the foundation on which children build the rest of their lives. At Intake Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and as preparation for life.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as Foundation Stage 2 (FS2) and is for children aged 4-5years.

### **Aims**

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Intake the aim of the EYFS is to help young children achieve the five “Every Child Matters” outcomes.

***The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:***

**A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

**Positive Relationships** - how children learn to be strong and independent from a base of loving and secure relationships with parents/carer. The commitments are focused around respect; partnership with parents and supporting learning.

**Enabling Environments** – states that the environment plays a key role in supporting and extending children’s development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

**Learning and Development**- recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

We aim to provide a broad, balanced, rich and stimulating curriculum and environment which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

***At Intake we aim to:***

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self confidence.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive.

**Learning and Development**

The early learning goals (the knowledge, skills and understanding which young children should acquire by the end of The Foundation Stage 2) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the “Statutory Framework for the Early Years Foundation Stage” document (Department for Children Schools and Families, 2007).

**The curriculum**

The early learning goals (the knowledge, skills and understanding which young children should acquire by the end of the Foundation year) and the educational programmes are set out in the “Statutory Framework for the Early Years Foundation Stage” document (March 2012).

**The three *prime* areas of learning and development are:**

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

**The four *specific* areas of learning and development are:**

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

At Intakes we believe these areas are equally important and interconnected, depending on each other to support a rounded approach to child development. We deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities. We aim to challenge the more able children to exceed the Early Learning Goals.

**Teaching & Learning**

The seven areas of learning provide a framework for planning, teaching and assessing the Foundation curriculum. Our medium term planning identifies the intended learning

**Planning**

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 who work in FS2 at Intake are involved in this process.

***There are three stages of planning the curriculum:***

**• Long Term Planning**

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms and the early learning goals and educational programmes are distributed over the terms, to give a broad and balanced coverage.

**• 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 and opportunities for ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

**• 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.

**Staffing and Organisation**

Intake is a two-form entry school with a maximum of 60 pupils within the unit.

The teacher liaises with the teaching assistants, regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in service and local cluster group training. Practitioners also conduct and attend in house training and disseminate new initiatives, ideas and teaching methods to colleagues.

**Assessment, recording and monitoring**

At Intake we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

**Formative assessment**

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations recorded on class assessment sheets, assessment on entry, other focused assessments e.g. sound/number, annotated examples of work, photographs, and information from parents. Each child has an individual Observation Book which we add to on a weekly basis. We plan for observational assessment when undertaking our medium and short term planning.

**Summative assessment**

Each child has an (on line) Early Years Foundation Stage Tracker profile which summarises all of the formative assessment undertaken. It summarises children's progress towards the Early Learning Goals. All practitioners in the Foundation Stage contribute to the profile and the teacher attends the local cluster group moderation. We use the tracker to produce reports to set and monitor targets for each child's learning. We assess the children according to the age and stage of their development throughout the year working towards the Early Learning Goals and beyond. At the end of the year children will be assessed as to whether they are Emerging, Expected or

Exceeding these Early Learning Goals. Children who are Exceeding the Early Learning Goals will be assessed to see if they are working at National Curriculum levels.

The Head teacher monitors teaching and learning in the Foundation Stage in conjunction with the Foundation Stage Teacher.

For further information see the Assessment Policy.

### **Learning through play**

At Intake we support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved. Through play our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas and 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.

### **The Learning Environment**

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas:

role play, book corner, writing, maths, computer, workshop, painting, play dough, construction, sand, water, music, fantasy/costume, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

### **Liaison with pre-school settings and induction**

At Intake we have developed close links between the local preschool providers and link up with them as part of transition to discuss each child and their needs and to transfer records. We also attend Family Group (City D) training together. During the summer term preschool children, who will be starting school in September visit the Foundation Unit to meet their teacher/assistants and to familiarise themselves with their learning environment.

Prospective parents can visit the school at any time and the school organises tours during September and October prior to a new year. A new parents meeting is held in June to introduce the school's expectations and routines, and to outline the induction process and Foundation Stage curriculum. Parents/carers have the opportunity to meet the class teacher and to visit the classroom. They are also given a school portfolio, along with a pack to be completed and returned to school.

### **Home School Visits**

During the first week of September every child receives a home visit from their class teacher and a teaching assistant. Time is given for the parents to ask questions, voice any concerns and a chance for the teacher to get to know the child in their home environment.

### **Foundation Stage 2 to Year 1 Transition**

Reception and Year 1 teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

***At Intake we:***

- FS2 children meet Year 1 teachers during whole school activities during the Foundation year.
- Year 1 teachers spend time with FS2 children in their environment to get to know children on an individual basis.
- Individual observation and assessment books are discussed at a transition meeting and reports on the children's attainment are passed on to Year 1 teachers.
- FS2 children visit their new Year 1 class and teacher for sessions during the Summer Term.
- FS2 and Year 1 teachers collaborate on planning that begins in the Summer Term in FS2 and continues in the Autumn Term in Year 1 on the topic "All About Me!"

### **The role of parents/carers**

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role in their child's education.

### ***We aim to develop these links and relationships by:***

- Inviting all parents/carers to an induction meeting in the Summer Term, before their child starts school.
- Offering parents/carers regular opportunities to talk about their child's progress in our FS2 Unit.
- Encouraging parents/carers to talk to their child's teacher/ Key worker if there are any concerns. There is a formal meeting for parents/carers each term at which children's progress is discussed in private.
- A report on children's attainment and progress is sent home at the end of each school year.
- Arranging activities throughout the year that encourage collaboration between child, school and home such as Big Write, classroom helpers, trips.
- There is communication with home through the child's reading diary, a class and school news letter each half term and links via Parent mail.

### **Equal Opportunities**

At Intake we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

For further information see Equal Opportunities Policy.

### **Inclusion**

At Intake we believe all children matter and strive to give every child the opportunities to achieve their best. Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. FS2 teachers discuss these targets with the child and their parents/carers. Progress is monitored and reviewed every term. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents/cares, and for arranging external intervention and support where necessary.

For further information see Special Educational Needs Policy.

### **EAL**

In the EYFS children will be allowed to use their home language, should they wish, in play and learning situations, whilst still encouraging their development of English. Also if an older pupil speaks a new child's home language, arrangements may be made for time in school to talk. If required, additional support to develop fluency in English will be provided and this will be arranged by the SENCo. Assessments for children with a home language other than English will be made

in English, in order to identify specific need. If there are concerns about language development, then this will be discussed parents.

Policy Agreements

This policy has been agreed by:

Headteacher

Name:

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Date:

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Governor:

Name:

\_\_\_\_\_

Date:

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