

Batheaston Primary School
Early Years Foundation Stage (EYFS) Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

*Statutory Framework for the Early Years Foundation Stage.
Department for children, schools and families, 2007*

Our Early year’s policy describes the framework upon which the beliefs and practice of this school are based; this policy should be used in conjunction with the Teaching and Learning Policy, Assessment Policy and S.E.N Policy.

Our philosophy

In Batheaston Primary School **every child matters**. We believe that children deserve the best possible start in life. In the Early Years Foundation stage we aim to give this by looking at what the children can do and supporting them in ways that affect their future life chances. We acknowledge that **parents are the most important** support for their child’s development and believe that the partnership with parents is integral to the provision of high quality early learning in school.

At this school we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual. Children become independent learners through the provision of a balance of child initiated and adult led experiences. Play based activities are at the heart of learning where first hand experiences offer a realm of opportunities to be interested, excited and motivated.

‘Play is essential for children’s development, building confidence as they learn to explore, to think about problems and relate to others.’

Statutory Framework for the EYFS 2012

The EYFS is based on four themes and principles:

The Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The diversity of individuals is valued and respected. Children’s health is integral to their physical, emotional and spiritual well-being.

Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and teacher/key person. Parents are partners.

Enabling Environments – the environment plays a key role in supporting and extending children’s development and learning, observation, assessment and planning.

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

Objectives

- To provide a happy, caring, safe and secure environment for learning which meets the individual needs and interests of the children.
- To develop caring and secure professional relationships between children and adults, based on respectful acknowledgment of the feelings of children and their families.
- To provide a high quality curriculum in line with the revised Early Years Foundation Stage framework.
- For the children to become aware of moral and social values.
- To encourage active learning through first-hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural diversity within our school and community.
- To foster positive home/school links and share a common sense of purpose with parents. The key person is fundamentally the class teacher's with a team of practitioners contributing towards the care and learning for the children and their parents.

The revised EYFS Framework

There are seven areas of learning and development; 3 Prime Areas and 4 Specific Areas. All areas are important and inter-connected:

Prime Areas

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

These are developmental areas that are time sensitive, universal in all communities and cultures and are independent of the Specific Areas.

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These can be taught skills and are less time sensitive i.e. it is possible to acquire these bodies of knowledge at various stages through life. They can be culturally specific and are dependent on learning in the prime areas.

Characteristics of Effective Learning

At Batheaston Primary School this is a welcome revision to the EYFS. We believe that the correlation between the well-being and social and emotional development of children has a significant impact on a child's development of key skills that enable us to become **learners for life**. The *skill* to manage your thinking (engagement), the *will* to learn (motivation) and the *thrill* (excitement) all build upon a child's capacity for future learning.

'In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Statutory Framework for the EYFS 1.10

Assessment

The Statutory Framework calls for two levels of assessment in the EYFS. **Formative assessments** involve noticing what the children do and say through observations. The teacher will assess and decide ‘what next’ in terms of planning, organization, resources, learning environment and opportunities. The teacher and staff will ensure that they do not take prolonged breaks from working or playing with the children to write up observations. Any significant notes or learning stories will be included in the learning journals for evidence.

Summative assessments will involve comparing a child’s level of attainment with a description of what would be typical for children roughly the same age (age/stage bands). This periodic level of assessment will provide an overview of progress throughout the year. At the end of the EYFS each child will be assessed against 17 Early Learning Goals, one for each aspect of Learning and Development, using a ‘best fit’ approach. The teacher will indicate whether children are meeting ‘emerging’, ‘expected’ or ‘exceeding’ levels of development. This is the EYFS profile, the final data of which will be sent to the LA at the end of June. This profile information will also be passed onto parents along with a report. Included in this report will be a short commentary on the three key characteristics of effective learning.

Induction

Induction begins with a parent meeting in May where they are invited to meet the teacher, head teacher and learn more about the day to day routines of school life. Induction in the first term consists of the children attending school part-time, three weeks in the morning and three weeks in the afternoon. The children will stay for lunch at the half way point.

The majority of children entering school have attended a pre-school or nursery setting, therefore most children on entering school are working within the EYFS framework. The teacher will visit pre-school settings in the summer term so as to meet children in familiar surroundings. The children will also attend school for half a day in July, spending time with the teacher in their new classroom.

Transition from Reception to Year 1

Our aim is to establish a smooth and successful transition from the Early Years Foundation stage setting to year 1. This is facilitated by

- The Year 1 teacher will first spend a morning in the EYFS class so as to observe the children in a familiar setting.
- The whole class will also visit the Year 1 teacher for a whole morning in their new classroom on ‘Shuffle Up Day’.
- SEN children - liaison with outside agencies with regards to any special arrangements or adjustments will be made during the transition period.

- Foundation stage teacher and year 1 teacher will meet before the new term in September to discuss the class and pass on all profile reports with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- Foundation stage teacher will complete a transition pack with vital information regarding identified vulnerable groups, final EYFS ELG's, potential G&T children, advice regarding support for any children who are emerging in any areas of learning and development.
- Foundation stage teacher and year 1 teacher will meet at the end of the first term to discuss the transition to teaching within the national curriculum. Support will be given for any children who are still working within the EYFS. Targets will be set.
- Parents will meet the new teacher in a 'Tea and Talk' session during the second week of term.

Role of the Foundation Stage Teacher

It is the role of the Foundation teacher, under the guidance of the Head Teacher: -

- To organise the delivery of EYFS Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.
- To set cohort targets and track progress termly, including children within vulnerable groups.
- Use formative and summative assessments to inform final EYFS profile.
- To send profile data to LA on time and complete.
- To keep abreast of developments within Early Years and carry out INSET when required.
- To take part in yearly moderation, supported by the BaNE's Early Years Team.
- To monitor and update resources and draw up a budget.
- To ensure close links with parents and carer's.

Parents as Partners

We recognise the role that parents have played, and their future role, in educating the children. We therefore value the contribution they make to us as a school community. Our induction program ensures that there are plenty of opportunities for parents to meet us in school. Communication is key to our partnership with parents so weekly newsletters, parent workshops and an open door policy ensures positive relationships between school, child and parent.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs.

Safe guarding

It is important to us that all children in school are 'safe' and feel safe. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognize and avoid hazards. We aim to protect the physical and psychological well being of all children. (See whole Safe Guarding Children Policy)

This policy will be presented to staff and will then be reviewed annually.

Nikki Macbeth 2015