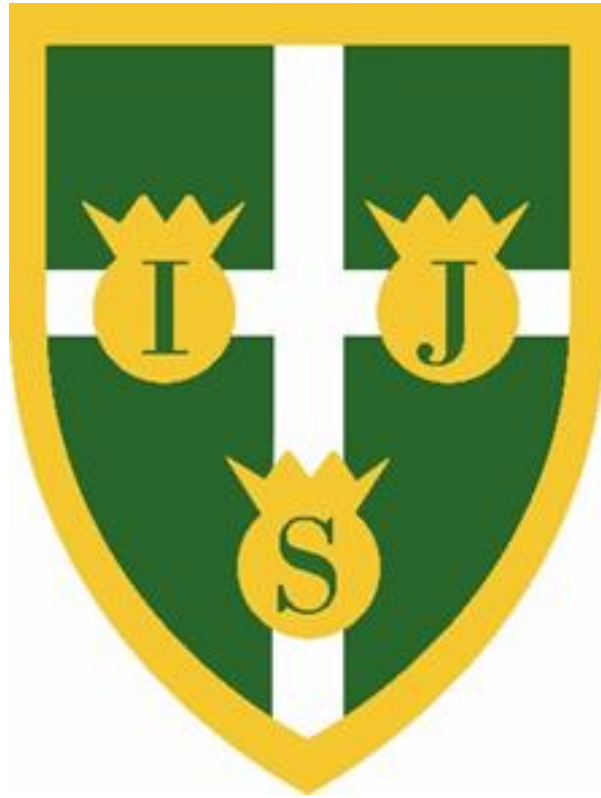


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Ingrave Johnstone Church of England Primary School



Early Years Foundation Stage Policy

Approved by Governors: Spring 2022

Date for review: Spring 2025

Ingrave Johnstone C of E Primary School **Early Years Foundation Stage Policy**

1 Introduction

1.1 The Early Years Foundation Stage applies to children from birth to the end of the reception year in an early-years setting. In our school, all children are invited to start Reception Class in September at the age of four. However, there is no legal requirement until their fifth birthday. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage (EYFS) is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early year's education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it begins to build a strong partnership between the school and parents
- it provides a rich and stimulating environment.

2 Aims of the EYFS

2.1 The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional development;
- communication and language;
- literacy;
- mathematics;
- understanding of the world;
- physical development;
- expressive arts and design

3 Teaching and learning style

3.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stages 1 and 2.

3.2 The more general features of good practice in our school that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the school's thematic approach helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

4 Play in the EYFS

4.1 Through regular, daily play our children explore and develop learning experiences, which help them make sense of the world. They practise and build upon 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. They express fears or re-live anxious experiences in controlled and safe situations.

5 Inclusion in the EYFS

5.1 In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

5.2 In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This may involve speech/language support for some of our children.

6 The EYFS Curriculum

6.1 The curriculum for the EYFS in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

6.2. The Early Learning Goals provide the basis for planning throughout the EYFS. Teachers use the school's thematic approach and other guidance documents where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning outcomes, for children working towards the Early Learning Goals.

Short term planning is revised weekly and involves intended learning outcomes for classroom activities and play activities. The children contribute to all planning.

7 Assessment

7.1 We make regular, formative 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 observation, and this involves the teacher and other adults. We record observations via 'Tapestry' online learning journal and also once a term via Target Tracker. Parents are able to see their child's Tapestry observations and contribute towards them.

7.2 There is no current requirement that formative assessment should be carried out in any specific manner or at specified times; however, in the final term of the EYFS the teacher must review each child's knowledge using evidence gathered throughout the year to make a judgement against each Early Learning Goal. The children will be judged to be either 'emerging' (those working below the expected level of development; 'expected' (those working at the expected level of development; or 'exceeding' (those working beyond the expected level of development).

7.3 Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in the Summer term and send them to parents in early July each year. These are also shared and discussed with their Year 1 teacher.

8 The role of parents

8.1 We believe that all parents have a vital role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- the children have the opportunity to spend time with their teacher and parents in their classroom, before starting school;
- 'Home School Visits' , carried out by the Class teacher and Teaching Assistant in the weeks prior to the children beginning school in September;
- inviting all parents to an induction meeting during the term before their child starts school with opportunities to speak to the Senior staff members and the class teacher;
- encouraging parents to add to their child's Tapestry learning journal online with photos, observations and comments;
- encouraging parents to talk to the child's teacher if there are any concerns. We hold two formal meetings for parents, one in the Autumn term to check the children have settled and one in the Spring Term at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year;

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- arranging a range of activities throughout the year that encourage collaboration between child, school and parents i.e. parent workshops
- offering a range of activities that support the involvement of parents. There is regular communication with home through school newsletters. We invite parents to a Phonics and Numicon workshop at the beginning of the year to experience the way we teach reading, writing and maths in the reception class.

9 Resources

9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10 Transition to Year 1

10.1 Every attempt will be made to ensure a smooth transition from the EYFS to key Stage 1. Good practice from the Foundation Stage (learning through play and practical experiences) will be continued into Key Stage 1 wherever possible and in particular during the Autumn Term.

10.2 Parents will be given information about the new classes as soon as possible during the Summer Term.