

<b>Policy Title:</b>	<b>EYFS Policy</b>	
<b>Date of Issue:</b>	11.06.2019	
<b>Date of Review:</b>	Spring Term 2021	
<b>Author &amp; Role</b>	K.Barrand- Teacher	
<b>Ratified by:</b>	Governors Policy Committee	
<b>Responsible signatory:</b>	W Blundell <i>W.Blundell</i>	M Maher <i>M.Maher</i>
<b>Date of signature:</b>	11.06.2019	11.06.2019
<b>Outcome:</b>	This Policy: EYFS details colleagues' responsibilities for supporting our continuously developing understanding of learning and teaching in the Foundation Stage, providing advice and guidance to all members of our school community.	
<b>Cross Reference:</b>	Admissions Policy Assessment, Recording & Reporting Policy Teaching & Learning Policy	

### **EQUALITY AND DIVERSITY STATEMENT**

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Astley Park School

## Early Years Foundation Stage Policy

The following policy is intended to support our continuously developing understanding of learning and teaching in the Foundation Stage, providing advice and guidance to all members of our school community.

### Aims of the Foundation Stage

In the Foundation Stage we believe that every student has a right to the highest standards of learning and teaching. We believe that each student should be regarded as an individual and that we should constantly strive to identify the most appropriate methods to meet each learner's needs.

The Foundation Stage staff are committed to developing positive, student centred approaches to teaching. We believe in working closely with families in order to better understand our students and share their achievements.

### Teaching and Learning

The curriculum that we teach in Foundation Stage meets the requirements set out in the EYFS, National Curriculum and P-Levels. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

As experienced early years practitioners we understand that children are competent learners from birth and therefore develop in a wide variety of ways. With this in mind all staff will look carefully at the children in our care, we will consider their needs, their interests, and their stages of development in order to plan a challenging and enjoyable experience across all areas of Learning and Development through planned, purposeful play with a balance of adult-led and child initiated activities. We will take a holistic approach to learning as the children engage with staff, other children and their environment- playing and exploring, active learning, and creating and thinking critically- underpin learning and development across all areas as we support each child to remain an effective and motivated learner.

The Early Years 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 provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.
- It enables children to make an effective transition from home to school.

### Assessment

Assessment is a fundamental process that informs the teaching and learning cycle. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment primarily in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate.

Children's academic progress is measured using EYFSP and 'B-squared'. This data is used as a formative assessment tool and is entered at regular intervals across the academic year at points defined by the school's Leadership Team.

### **Parents as Partners**

We value our Parents as the child's first educator.

We work closely with parents to ensure the best possible start to school life.

- Talking to parents in depth before children start school.
- Children will attend our 'Little Learners' induction group, on a regular basis the year before school. This ensures that both children and parents are confident with all aspects of school life.
- A visit to all children in their home setting and pre-school setting prior to their starting school.
- The Induction schedule is unique to each child and their needs. An induction schedule is set up between school and parents.

Parent/School partnership continues, when the child starts school through:

- Home School Diaries.
- Initially, weekly phone calls home (more frequent if necessary), then half termly to update Parents on pupil's progress.
- Shared Learning Sessions.
- Half Termly letter informing Parents of our Topic.
- Regular photographs and evidence of learning sent home to parents, from 'Evidence for Learning' app.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- Parents Evenings.
- Reports to Parents.

### **Monitoring and review**

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

The Leadership and Management team will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

K. Barrand 2019/20