



Eastry Church of England Primary School,

Learning and growing, side by side, in God's Love

Early Years Foundation Stage Policy September 2020

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Purpose

Early childhood is the foundation on which children build the rest of their lives. At Eastry 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. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception year. All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Foundation Stage to take on the task of building upon that prior learning and experience. Foundation Stage team work effectively together to support children's learning and development.

This document outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage (Year R) at Eastry Primary School. The document underpins practice in all areas of provision.

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.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (DFE, 2019)

The EYFS is based upon four principles:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Unique Child

At Eastry we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Eastry we recognise that children learn to be independent, confident learners from secure relationships with their peers and adults. We aim to develop caring, respectful, nurturing and professional relationships with the children and their families. We want the children to value these relationships and enjoy spending time with the adults in the provision.

Safeguarding and Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'
(Statutory Framework for EYFS 2014)

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and 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 recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children.

At Eastry we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate to the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Health and Safety In line with the EYFS statutory framework 2012, at Eastry Primary School School we undertake:

- A whole school medicines policy ensuring that there are systems in place
- to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
- Fresh drinking water is available at all times
- Every child will be offered a piece of fruit during break time and they have the opportunity to have free milk until they are 5.
- A first aid box is accessible at all times in each class and a record of accidents and injuries is kept.

Supervision:

Staff will have weekly group supervision as part of team meetings. Once a term each EYFS staff member has 1:1 Supervision. Please see the supervision policy for more information.

Enabling Environments

Additionally, we believe that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning. We also plan and consider the Learning Environment. The Foundation Classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

Learning and Development

The early learning goals and the educational programmes are set out in the "Statutory Framework for the Early Years Foundation Stage" document (DFE, 2012).

The seven areas of learning and development are:

Prime:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific:

- Mathematics (M)
- Literacy (L)
- Understanding of the World (UW)
- Express Arts and Design (EAD)

At Eastry Primary School we believe that once the children are secure in the Prime areas of learning they will be prepared to access the specific areas.

However, all areas are important to ensure the development of the 'whole child'.

We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Observation, Assessment and 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 already do. Our planning shows how the principles of the EYFS are 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 needs. All practitioners who work in the Foundation Stage at Eastry Primary School are involved in making observations of the children's new learning.

The planning within the EYFS is based around the children's interests and development needs. These plans are used by the EYFS team as a guide for weekly planning; however, they may alter these in response to the needs (achievements and interests) of the children.

We make regular 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 recorded observations (written or photographed) as well as teacher's professional's judgement. When the children start in reception we use the Early Excellence Tracker in conjunction with the government document 'Early Years Outcomes' (DfE, 2013). We then use the 2simple assessment tool to monitor progress and attainment throughout the reception year.

These observations are used to inform the end of Foundation Stage assessment against the Early Learning Goals and the Characteristics of Effective Learning (DfE, 2019) Within the final term of the EYFS, we provide a written report against the Early Learning Goals to parents.

The parents are given the opportunity to meet the Foundation Stage team at various points throughout the year for shared learning events. There are also two opportunities for parents to meet their child's class teachers on more formal occasions.

Staffing and Organisation

At Eastry Primary School we have one reception class, that can admit a maximum of 30 children. The classroom is set up for both children's own initiated learning and also teacher directed activities. There are two doors to the outdoor area which children regularly access throughout the day.

Learning through play

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults." ("Early Years Foundation Stage", DFE, 2019)

At Eastry Primary School 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 in the play themselves and modelling by example.

Induction to Reception

During the summer term usually, nursery children who will be starting school in September make visits to the reception class as part of the induction process.

Parents/guardians have the opportunity to meet the class teacher and to visit the reception classroom on several 'stay and play' sessions.

Parents/guardians are given a pack which outlines the reception curriculum and school routines, along with other necessary documentation. They also have a parents' information session in the summer term to discuss the curriculum, the transition and how to reception year looks at Eastry Primary School.

Transfer records from pre-school settings inform reception practitioners about the new intake. Where possible, visits to other local pre-school settings are made in order to aid the induction process further.

Children are also visited in their home setting by two members of reception team.

Personalised transition is planned for vulnerable children or those identified as having S.E.N.D.

Reception 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 Eastry Primary School:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
- Reception practitioners plan longer more structured activities to be undertaken during the summer term; encouraging less dependence on adult support, for children who are developmentally ready for this.

- Reception children meet Year 1 teachers during assemblies and other whole school activities during the reception year. They also come and read stories and play with them in child initiated time in the final term once a week.
- End of Year assessments against the Early Learning Goals and the Characteristics of Effective Learning are shared and discussed.
- Reception and Year 1 teachers meet to discuss individual needs of children in July.
- Year 1 classrooms include learning areas similar to the reception classrooms: e.g. role-play, writing table.

Home/School Links

We recognise that parents and guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in Early Years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Out-lining the school's expectations to parents/guardians during the new parents' workshops in the summer term.
- We hold further curriculum workshops to guide parents in supporting their child's learning at home.
- Holding parent/guardian class visits for different topics and celebrations
- Operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner.
- Encouraging parents/guardians to listen to their child read each night and to comment on reading progress in a home/school reading diary.
- Discussing children's individual targets with parents/guardians parents' evenings twice a year.
- Parents submit 'WOW' stars to share learning from home.