

# Early Years Foundation Stage Policy



**This Policy was reviewed on 10th July 2020**

**Signed Chair of Governors J. Anderson**

**Signed Head Teacher M. Battersby**

**Next Review Date July 2023**

**ST SILAS CE PRIMARY ACADEMY**  
**EARLY YEARS FOUNDATION STAGE POLICY**

'Loving God and each other,  
We work together to be the best we can be.'

**Aims**

*"Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments."*

(Development Matters in the Early Years Foundation Stage, DFE Crown 2012, pg 2)

This policy is based on requirements set out in the 2012 statutory framework for the Early Years Foundation Stage.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four distinct but complementary themes which guide the work of all practitioners:

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

**A Unique Child**

**Child Development**

At St Silas 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/ sharing circle times and reward incentives, to encourage children to develop a positive attitude to learning.

**Inclusive Practice**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children and their families are valued.

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 into account our children's range of life experiences when planning our learning environments.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. 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. We liaise closely with all relevant professionals in order to provide early support for those children and their families who need it.

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 contributions of all children are valued;
- Assigning a key person to each child who makes links with children's home experiences through parents/carers;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Providing challenging resources and learning experiences for children whatever their age and stage of development
- Monitoring children's progress and taking action to provide support as necessary.

### **Keeping safe**

It is important to us that all children are and feel 'safe'. We help children become familiar with safety, 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, emotional and psychological well being of all children. (*See our Safeguarding Policy*)

*"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 the EYFS pg. 16 DFE Crown 2017)

At St Silas we understand that we are legally required to comply with the welfare requirements as stated in the Revised Statutory Framework for the Early Years Foundation Stage 2017. We understand that we are required to:

- Promote the welfare 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 for 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 Well-being**

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being. We promote healthy snacks and offer foods from different cultures to develop their taste preferences. Activities relating to the food cycle are interwoven in planning e.g. planting seeds, gathering preparing and eating! We ensure that children can rest during the day and have a designated quiet areas indoors and places outdoors where children can relax alongside space for vigorous free movements.

## **Positive Relationships**

### **Respecting Each Other**

At St Silas we recognise that children learn to be strong and independent through forming secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents/carers are children's first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in supporting their child/ren's development. We do this through:

- Talking to parents about their child before they start in our school.
- The children having the opportunity to attend Induction Workshops to spend time with staff within the classroom prior to starting at our as part of transition
- Offering parents regular opportunities to talk about their child's development and progress.
- Encouraging parents to talk to their child's class teacher by greeting parents at the classroom door and being available at the end of the day.
- Offering various activities throughout the year that involve parents/ carers in the life of school, e.g. weekly Rhyme Time sessions in Key worker groups and termly celebrations; Tea Party, Easter Eggs-travaganza, Picnic in the park.
- Encouraging parents to contribute to their child's development by sending out weekly homework and using parental comments to inform planning where appropriate.
- Supporting parents/carers whose first language is one other than English
- Parents' evenings held to share children's learning journeys and next steps together.

### **Supporting Learning**

Effective teaching approaches will be secure where we:

- Engage and stimulate the learner
- Allow for regular review of progress towards learning outcomes
- Vary what we provide to match children's needs
- Maximise opportunities to explore in a whole group, small group, paired, individual and independently

Routines are an important way that children feel secure and can make sense of all the opportunities offered throughout their time at St Silas

This includes, key person time, signs and timetables, snack-time, small group time and whole group story or circle time. Children access the indoor and outdoor learning environments freely throughout the day taking responsibility for their own learning through self-chosen, high quality learning experiences. These learning moments are then extended and enhanced by an adult.

All staff involved with children in the Early Years Foundation Stage aim to develop good and warm relationships, interacting positively with them and taking time to listen.

### **Enabling Environments**

#### **Observation, Assessment and Planning and Supporting Every Child**

At St Silas we recognise that the environment plays a key role in supporting and extending the children's learning and development. As a team we have undertaken and gained the Lancashire Quality Mark Award 'Step into Quality'. Through this we have deepened our understanding of using the environment to provide learning experiences and challenges for children to access in their play. Adults will observe and assess children's engagement and offer support to extend their learning and development.

We ensure there is a balance of adult led and child initiated activities across the day. By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to Year 1.

Planning meetings are held frequently to enable all staff to contribute towards learning and development, based on their observations. Children also play an important part in planning their own learning through Assessment for Learning (AFL) and consultation to personalise their learning.

### **Planning**

The Early Years Foundation Stage (EYFS) Statutory Framework details the development matters which are adhered to. At St Silas we have themes appropriate to our cohort of children and the community to which they belong. Topics are generally based on the areas of learning 'Communication and Language', 'Literacy' and 'Understanding the World' and we ensure a wide range of learning opportunities from 'Dinosaurs' to 'Traditional Tales' amongst others. The topics are flexible to ensure we also follow the children's interests, school themes and special local or national events.

Staff plan the next topic on a half termly basis, or as necessary, and book visits and visitors that link into the topic and will enhance the learning. Planning in more detail is undertaken on a weekly basis using activity assessments and daily observations and interactions with the children to inform next steps in learning. Weekly plans are displayed on the central planning board along with continuous provision plans including enhancements and challenges. Although class teachers are responsible for writing plans, the EYFS plan as a team with teachers and teaching assistants all attending planning meetings and giving an input whenever possible.

Planning for and with other agencies is also incorporated. Reference will be made on short term planning for children with Special Educational Needs where appropriate. For children who have a first language other than English links to bi-lingual support will also be made using specific strategies.

Children's development is tracked using the Early Years Foundation Stage Profile. All staff working in Reception are familiar with Development Matters and use this as a point of reference when making observations. Staff complete these assessments on an on-going basis and at least termly. Assessments are recorded on the school tracking system, Target Tracker. The Common Assessment Framework (CAF), where appropriate, also gives us a full picture of a child's additional needs at any stage.

### **The Learning Environment**

A high quality environment is key to success. It is the shared responsibility of adults and children to care for the environment both indoors and outdoors. Adults will take pride in developing areas of continuous provision and displays which enhance and broaden opportunities.

The EYFS learning environment is organised to allow children to explore and learn securely and safely indoors and outdoors. Children have the flexibility to choose their learning environment throughout the day regardless of weather. There are areas where the children can be active, be quiet and rest. The environment is organised into continuous provision areas, where children are able to find and locate equipment and resources independently. Our outdoor provision offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

We are committed to providing high quality continuous provision. Areas are established and maintained, enhanced by a wide range of both permanent and interchangeable resources to keep the interest. Areas are audited and resources replenished regularly. Resources are labelled and organised to aid self-selection and provision reflects the cultures and community that we serve. Risk assessments, where appropriate, are in place and areas are print rich.

Our displays are interactive, inviting and of high quality. We aim to reflect the community we serve and represent our children appropriate to their age and/or stage of development. We are respectful of children's uniqueness across all areas of learning and development and displays reflect current themes in learning. Displays show what children have experienced and learnt and are annotated by adults describing the process involved and, where appropriate, the outcomes.

### **The Wider Context**

We recognise that children's social, emotional and educational needs are central to any transition from home to setting, within one setting or from setting to setting. We communicate with other settings and with parents/carers to ensure that children's needs are met. Information is shared in order that there is continuity in their learning and development.

We have good links with local preschools. Visits are undertaken by class teachers to meet with the children prior to them starting in September. These visits provide the opportunity to discuss individual needs and to meet the children within the familiar environment.

Staff work together across services in order to achieve the Every Child Matters outcomes. This may involve working with multi-agency professionals. Our aim is for all key partners to communicate well and put the children and their families needs first. Staff know the local area well and use this knowledge to plan the children's learning.

### **Role of the Key Person**

The class teacher or teaching assistant is the named key person for each child in the class. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the for the child and build strong relationships with their parents. All adults in the setting actively seek to form positive, respectful relationships with the children in their care. Establishing healthy relationships between adults and children is essential in enabling children's well-being now and in their future successes. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

## **Learning and Development**

### **Play and Exploration**

At St Silas we recognise that children learn and develop in different ways and at different rates. . They develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observing
- Talking and discussing
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining

- Repetition
- Problem solving
- Making choices and decision-making






Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control their behaviour 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 can express fears or re-live anxious experiences in controlled and safe situations.

### Active Learning

Active learning occurs when children are motivated and interested. This happens best when children have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides our children with a sense of satisfaction as they take ownership of their learning. Children's learning is extended through accessing resources freely and being allowed to move them around our setting.

### Levels of Involvement

Staff pay close attention to 'Ferre Laevers' Levels of Involvement' when observing children in their learning in order to support children to fulfil their potential. Children who display a low level of involvement are encouraged to access activities alongside their peers and adults to build up their confidence and interactions.

<i>Involvement</i>		<i>Signs</i>
	Low activity	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
	Frequently interrupted activity	The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
	Mainly continuous activity	The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy or concentration and can be easily distracted.
	Continuous activity with intense moments	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. This level of activity is resumed after interruptions. Stimuli from the surrounding environment, however attractive, cannot seduce the child away from the activity.
	Sustained intense activity	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout all of the observation period. This is when brain activity is at its greatest and children are operating to their full capabilities.

### Creativity and Critical Thinking

Children will be given the opportunity to be creative through all areas of learning and development, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open-ended questions.

### Areas of Learning and Development

The areas of learning and development in EYFS 2012 consist of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for

children's school readiness and future progress, and which are applied and reinforced by the specific areas.

The three prime areas of learning and development are:

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

The four specific areas are:

- Literacy
- Mathematics
- Expressive art and design
- Understanding the world

All areas are delivered through the provision of high quality resources and adult interactions within child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS (end of the reception year).

Children will be taught how to use all resources safely through focused activities. The adult's role within continuous provision areas will encourage children to interact with resources and the environment with care and respect; and with regard for health and safety. We offer a range of resources both natural and man-made. We have a range of multi-sensory, multi-cultural and non-stereotypical resources.

### **Leadership and Accountability**

The Foundation Stage Leader supported by the Headteacher leads Foundation stage staff to ensure that we respond to both local and national initiatives and directives appropriately. Regular tracking meetings are important to enable us to self evaluate effectively.

Internal and external mechanisms regarding quality include: observations, data analysis, consultations, action planning and target setting and policy review. Monitoring takes place through the Senior Leadership Team (SLT), Governing Body / Management Board, 1-1s/ appraisals, performance management and through Ofsted inspections. We evaluate as a staff and SLT with parents/carers, our multi-agency partners and the community. We review our practice and provision annually with key staff linking areas to our School Development Plan/Service Delivery Plan.

### **Continuous Professional Development**

We are committed to all staff accessing Continuous Professional Development. Individual training will be chosen or identified based on individual's interests or remits, linked to appraisal or performance management and in response to Ofsted inspections and national/local initiatives. We have systems in place to cascade this information with others and ascertain the impact of the training on our provision.

### **Induction Workshops**

Parents are informed about the dates and times of the Induction Workshops that they are invited to attend by letter after they have received their offer of a place.

Through the Induction Workshop we aim to :-

- Encourage good working partnerships with parents and establish an 'open door' policy where Foundation Stage Staff are approachable to parents.



- To demonstrate to parents how the Early Years Foundation Stage works and the types of activities which take place.
- To give parents ideas of activities which they can complete with their child to aid development and prepare them for school.
- Provide familiarity with the environment.
- Give an opportunity for parents and children to meet each other.

The sessions are organised to allow children the opportunity to explore the classroom with the comfort of their familiar adult being present, slowly moving towards accessing the environment independently having built relationships with staff in preparation for starting school in September. During this time parents are supported to complete relevant paperwork, given activity suggestions to prepare their children for starting school and given the opportunity to meet with the Headteacher and Pupil and Family Wellbeing Co-ordinator to build working relationships.

### **Structured Conversations with Parents**

Parents are also invited to make an appointment for the class teacher and teaching assistant to make a home visit in order to collect all the information necessary for their child starting school.

An informal chat takes place intending to put parents at ease and also to visit the child in an environment in which they feel comfortable. Early Years staff are able to obtain a detailed picture of the child and any medical problems or issues which may affect their progress.

Parents are also given an information pack containing the following:

- School Brochure
- Starting School booklet
- Consent form for picking up children
- Emergency contact form
- Non collection of children policy
- Information leaflet
- Medical consent form
- Date child starts school
- Internet consent form

Bilingual support is available at all times.

### **Transition from Reception to Year 1**

During the second half of the summer term a series of transition afternoons are arranged for Reception to spend part the afternoon session in their new classroom with their new teacher. Activities are designed to give the reception children the opportunity to talk about their forth coming move and explore their feelings about the forth coming transition.

At the end of the Reception Year, parents are also invited to attend a transition afternoon with their child to see 'Year 1 in action'. During this afternoon the Reception and Year 1 teachers are available to answer parents' questions surrounding the move up and inform them of how we as a school create a smooth transition.

Each child takes their 'Special Book,' home to parents with their record of observations and achievements from their Reception year.

The Reception and Year 1 teachers hold a further meeting together at the end of the summer term to pass on each child's Foundation Stage Profile, special needs records and any

other relevant medical notes. During this discussion, targets are set to support the next stage of development for each child based on their assessments on the Foundation Stage Profile. Children will continue to work on the EYFS Development Matters until they are ready to progress onto the KS1 curriculum. Children who have completed the EYFS will be identified during this meeting.

N.B. This EYFS Policy reflects the ethos, values and practices of all our settings policies. All relevant legislation and guidance has been adhered to in developing this policy.

**Appendix 1. List of statutory policies and procedures for the EYFS**

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedure for a parent failing to collect a child	See child protection and safeguarding policy
Procedure for a child going missing	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy