

# **Tanworth-in-Arden C of E Primary School and Nursery**



**Early Years Foundation Stage Policy  
2022**

## Mission Statement

At Tanworth-in-Arden we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS, '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.'

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school children can join our nursery from 2 years old. They join our Reception class at the beginning of the school year in which they are five.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children **develop and learn** in different ways and at different rates.

### A Unique Child

At Tanworth-in-Arden Primary School and Nursery we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

### Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Tanworth-in-Arden Primary School and Nursery are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. In the Early Years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which each child's contribution is valued.
- Monitoring children's progress and taking action to provide support as necessary.

**It is vital that all children in the school are safe.**

### Positive Relationships

At Tanworth-in-Arden Primary School and Nursery we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

### Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- Talking to parents about their child before they start school through informal home visits.
- Inviting the children to spend time with their teacher before starting school during play session visits and nursery visits.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Supporting children through the transition from nursery to Reception via a staggered start to school. This is also to support staff and parents in getting to know each other as well as the children.
- Encouraging parents to talk to the Reception staff if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress.
- Providing parents with a written report on their child's attainment and progress at the end of each school year.
- Encouraging parents to contribute to observations using Tapestry.
- Inviting parents to a range of activities throughout the year, e.g. stay and plays, the Christmas play, family picnics, learning workshops.

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

## Enabling Environments

At Tanworth-in-Arden Primary School and Nursery we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

## Observation, Assessment and Planning

At Tanworth we have our created our own EYFS curriculum which informs our long term and weekly planning. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children that evolve to meet the needs of our cohort through a balance of child-initiated and adult-led activities.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Children's progress from their starting points is shown through how well we know our children, including understanding their likes and dislikes, with our formative and summative assessments, when discussing next steps and children's interests. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals) at the end of the Reception year.

## Learning and Development

At Tanworth-in-Arden Primary School and Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

## Areas of Learning

The EYFS is made up of seven areas of learning:

### **PRIME AREAS**

- Communication and language
  - Listening, attention and understanding
  - Speaking
- Physical development
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development
  - Self-regulation
  - Managing self
  - Building relationships

## **SPECIFIC AREAS**

- Literacy
  - Comprehension
  - Word reading
  - Writing
- Mathematics
  - Number
  - Numerical patterns
- Understanding the world
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design
  - Creating with materials
  - Being imaginative and expressive

The Early Learning Goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1. These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience. The EYFS lead discusses any cause for concern in a child's progress, especially in the 'prime' areas of learning, with the child's parents. A strategy of support is agreed upon and consideration is taken as to whether the child may have SEND which requires additional support.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

### **Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and Exploring – children investigate and experience things

Children will have opportunities to investigate and experience things, and 'have a go'. 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through play, our

children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, 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.

- Active Learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements

Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.' Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. "When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions." Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

### Transition from Nursery/ Pre-school Settings

At Tanworth, we are committed to providing a smooth transition into school to allow each child to settle in, get to know the staff and to make new friends. During the summer term prior to a child's entry into Reception class, the following procedures have been put in place to ensure a smooth transition.

- The children are invited to two play sessions to Reception class. These visits are without parents in the summer term prior to September start).
- Parents are given a welcome pack where daily routines and general information about the Reception class is explained.
- Parents are invited to a 'Welcome to Reception' meeting in June to gain an understanding of how the EYFS works at Tanworth before their child starts.
- Staff strive to ensure, where possible, they visit all children in their nursery/ pre-school settings.
- Home visits happen during the first week of September.
- In September a staggered induction is planned to ensure a positive start to school life for all children. This also enables staff to quickly build a picture of individual children.

## Assessment

Assessment plays an important role in helping parents, carers and practitioners to recognise children's progress, understanding their needs and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

At Tanworth-in-Arden Church of England Primary School and Nursery, staff interact with children and respond to their own day to day observations about children's progress. Assessment does not entail prolonged breaks from interaction with children as paperwork is limited to that which is necessary to promote children's successful learning and development. Parents and carers are kept up to date with their child's progress and development at regular times over the year. Staff address any learning and development needs in partnership with parents and carers and any relevant professionals.

### Assessment at the Beginning of Reception

At Tanworth-in-Arden Church of England Primary School and Nursery, we carry out our own observational assessments looking at all areas of the EYFS Curriculum, assessing the children's mathematics, literacy and communication skills, as well as their personal, social and emotional development, combining objective and observation based assessments. In addition to our own observational assessment, we also consider information provided by previous settings and parents/carers. This enables us to inform our judgment of an accurate starting point for all children in all aspects of learning and development.

All children also participate in the Reception Baseline Assessment (RBA) within the first six weeks of starting Reception. The RBA is a statutory assessment which will help parents understand how well schools support their pupils to progress between Reception and Year 6 / the end of Key Stage 2. It is a short, interactive and practical assessment of a child's early literacy, communication, language and mathematics skills.

### Assessment at the end of EYFS- The Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. The Profile must reflect ongoing observations, all relevant records held by the setting, discussions with parents and carers and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the Early Learning Goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels (emerging). Year 1 teachers must be given a copy of the Profile report. At Tanworth-in-Arden Church of England Primary School and Nursery, we ensure there is a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs. All results of the Profile are shared with parents and carers, following a series of moderation activities within school and across the County, as specified by the Local Authority.

### **Continuing Professional Development**

In order to keep up-to-date, broaden our understanding and learn new skills, all EYFS staff at Tanworth-in-Arden Church of England Primary School and Nursery receive regular training. The identification of training needs of all EYFS adults is part of an on-going Performance Management process.

### **Monitoring and Review**

It is the responsibility of all EYFS staff to understand and adhere to the principles stated in this policy. The EYFS Teacher will monitor the implementation of this policy as part of the EYFS leadership role and feedback regularly to the Headteacher.

There is a named Trustee who has responsibility for the EYFS. The Trustee will meet with the EYFS teacher on a regular basis to discuss practice and provision in the EYFS and feedback to the Trustees.