

Whitefield Primary School

Early Years Foundation Stage Policy
March 2016



This policy reflects the main aims of the school which are:

‘At Whitefield, we help our school community to be the best they can be, striving for academic excellence within our safe, happy and positive environment. We enable self-belief, care and respect for all; learning together to be proud of every achievement reached.’

Introduction

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 a major impact on their future life chances. A secure, safe and happy childhood is important in it’s 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.

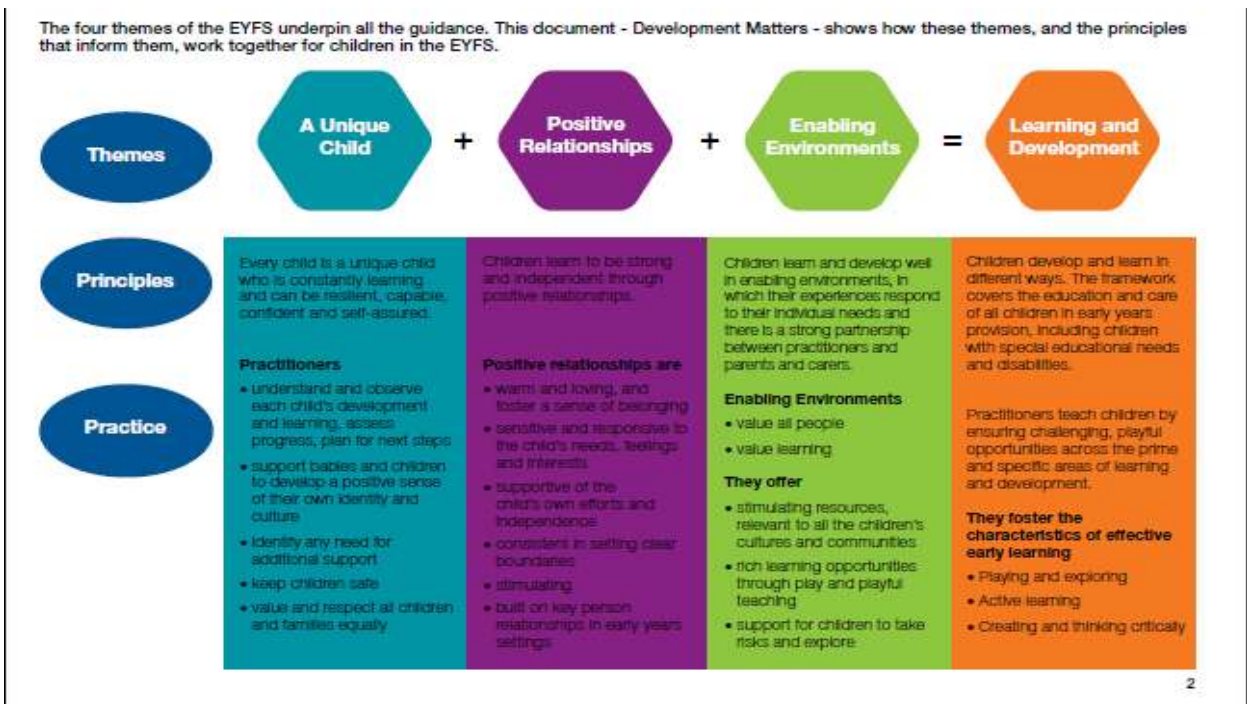
Introduction to Statutory Framework for the Early Years Foundation Stage 2015

The overarching aim of the Early Years Policy at Whitefield Primary School is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2014)

The statutory document states the requirements for schools and early years settings to support children’s learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Themes, Principles and Practice



EYFS Provision at Whitefield Primary School

Staff in the early years are:

Vicky King (Assistant Headteacher and FS Lead)
Laura Ashcroft and Lucy Woodworth,(class-teachers)
Sarah Fielding, Rachel Ward (teaching assistants)
Sharon Hersee (1:1 support)
Lucy Woodworth and Rachel Ward are qualified in Paediatric First Aid.

At Whitefield, all EYFS staff aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Each child has a named 'Key Person' who will be either the class teacher or teaching assistant. Parents are informed of their child's 'Key Person'.

Organisation and management of environment and provision:

Early Years provision at Whitefield Primary School is organised in a self-contained building with two purpose built reception classes for 30 pupils aged 4-5 with access to a shared area, a free flow outside play space and an adjoining bathroom. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years setting, and the children also have access to other equipment and facilities throughout the school eg hall, library etc.

In line with the principles of the EYFS (***unique child, positive relationships, enabling environments, learning and development***) our practice starts with the child and their interests, abilities and skills. We offer a play based curriculum inside and outside the classroom which is carefully organised, staffed, planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children. The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- personal, social and emotional development
- communication & language;
- physical development;

4 Specific:

- literacy
- mathematics;
- understanding of the world;
- expressive arts and design;

At Whitefield Primary School we aim for all children to achieve the early learning goals by the end of the reception year. Development Matters age related bands (***Unique Child***) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage.

We use the Development Matters **Positive Relationships** and **Enabling Environments** when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

EYFS Planning

We use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. We use the Development Matters themes: unique child, positive relationships and enabling environments to support our planning to enable high quality learning and development.

Each half term is theme based and is developed around the needs, prior learning and interests of the children. Short term planning is responsive to the children's fascinations and provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

Observation and Assessment

On Entry Assessment

Children are assessed on entry to the EYFS through BASE, teacher observations and the development matters age related bands as children start school. This, together with parental views and reports from previous settings provides a holistic 'best fit' baseline.

Ongoing assessment

We make regular assessments of children's learning on a daily basis and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations through child initiated play, adult led play and other adult led activities. Teachers and other adults are involved in observations which are recorded through 2 simple software and handwritten observation sheets. Parents are also encouraged to make observations of their child's learning.

Summative Assessment

Each half term children's assessments are recorded on the Lancashire Tracker. This information is used to inform groupings and future planning.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). **EYFS Profile' Statutory Framework (2.7)**

Statutory assessment for reception until end of Summer term 2016 is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority. Each child is assessed against the 17 ELGs and these judgements are reported to parents.

Inclusion (refer to Inclusion policies)

All children at Whitefield Primary School are treated fairly regardless of race, religion or ability. All children and their families are valued within our school. In the EYFS we set realistic and challenging expectations that meet the needs of the children. We meet the needs of 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 appropriately challenging activities for all groups of children;

- monitoring children's progress and taking action to provide support and intervention as necessary;
- liaising with other agencies and professionals as and when necessary.

Safeguarding (refer to Safeguarding policies)

As a school, and in our early year's provision, safeguarding is a priority. We use the following documentation to support this:

- Statutory framework for the early years foundation stage: 'setting the standards for learning, development and care for children from birth to five', DfE, 2014
- The statutory guidance 'Working together to safeguard children',
- 'Prevent duty guidance for England and Wales' HM Government, 2015.

We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. We do this through regular safeguarding training, including child protection training and updates for staff and governors. There is one Designated Senior Lead (DSL) who is enabled to play an effective role in pursuing concerns and protecting children and learners; Sarah Foster (Headteacher) She is supported by 3 backup DSL;), Janice Adams (Inclusion manager), Sarah Willers (Assistant Headteacher) and Vicky King (Assistant Headteacher).

We also ensure there are regular supervision opportunities where staff in the EYFS can;

- *discuss any issues – particularly concerning children's development or well-being;*
 - *identify solutions to address issues as they arise*
 - *receive coaching to improve their personal effectiveness.*
- (EYFS Statutory Framework, p.20)

Supervision takes place at one planned point every day (before school / lunchtime) and as and when the need arises.

(Refer to whole school policies: Safeguarding, Health and safety, Behaviour and Risk assessment.)

Induction and Parental Engagement

At Whitefield Primary School we aim to develop caring, respectful, professional relationships with the children and their families. This begins before our children start school through the induction process. We recognise the role that parents have played prior to them starting school, and their future role and the contribution they make, in educating the children. We develop the relationship with parents through, for example:

- induction meeting for parents;
- individual parental meetings with class teacher and teaching assistant prior to first day;
- operating an 'open door policy' where parents are free to speak to any member of staff before and after school;
- regular opportunities to come and spend time in class with their children;
- two formal meetings a year to discuss children's progress.

Transition Procedures

On entry to Reception:

Nursery visits are arranged in the summer term where class teachers are able to see children in their setting and gain information from the nursery practitioners. Children are invited to 'stay and play' sessions in school to familiarise themselves with the new setting and staff. All parents are offered an individual meeting prior to their children starting school, where information can be shared. The group of up to 60 children have phased starts over a period of up to 10 days. This can be flexible for individual cases.

On entry to Y1:

In the summer term children have the opportunity to spend three sessions in their new classroom environment with their new teacher and teaching assistant. Meetings are held between Year 1 staff and Reception staff to share information about each child including the profile and a 'short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning' **Statutory Framework (2.8)** In the Autumn term in year 1, provision is made for those children who still require access to the EYFS.

Monitoring and review

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances. There is a named governor with responsibility for the EYFS who will provide the governing body with relevant feedback when necessary. The head teacher and the EYFS leader will carry out monitoring on the EYFS as part of the whole school monitoring process and will report to Governors at School Standards and Effectiveness committee meetings

Review Date	Signature	Position
		Head EYFS Governor EY co-ordinator