



## **EARLY YEARS FOUNDATION STAGE POLICY FOR STALBRIDGE PRIMARY SCHOOL**

### **Introduction.**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Stalbridge Primary School children join at the start of the Reception year, in which the children turn 5 and complete the foundation stage. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four themes

A unique child

- Positive Relationships
- Enabling environments
- Learning and developing

There are 3 prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

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

### **Aims and Objectives.**

During the Reception Year we aim to:

- Provide an environment that is safe, happy, caring and sharing, stimulating and challenging which will foster high self-esteem and positive attitudes to school and learning.

- Develop children's confidence and ability to express their own thoughts, ideas and feelings and to communicate them clearly to others, knowing that everyone can feel safe, secure and valued.
- Provide a curriculum that is broad, balanced, purposeful, relevant and creative so developing firm foundations for future learning.
- Provide opportunities for children to experience and engage in a challenging and exciting programme of learning and development through planned, purposeful play activities in all areas of learning.
- Provide children with opportunities to learn both inside and outside.
- Encourage children to work independently, to make choices, enable decision-making and develop a sense of self reliance.
- Establish strong links between home and school. Creating a partnership with parents/guardians.
- Provide a rich and varied learning environment that encourages children to develop their skills and abilities to their full potential.

### **Current Practice.**

- **Key Person:** The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. At school the key person is the Early Years class teacher/Teaching assistant. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. The curriculum should also offer opportunities for the development of personal qualities and social skills.
- **Home School Links:** Parents are welcomed into the Early Years Foundation Class during the settling in period and after that are welcomed into the school following the schools 'Open Door Policy', staff are happy to discuss with parents/guardians about their child's welfare and learning before or after school. Parents/Guardians are invited to termly parent consultation meetings in the Autumn and Spring terms and a written report in the Summer term. Literature to support the parental role in early learning is given to all parents prior to their child's entry to the school. We also have parent workshops for parents to find out how we teach phonics, number skills etc.
- Parents will receive regular letters to inform them about key information about their child's learning including suggestions to develop their children's learning at home.
- The use of tapestry to highlight key learning opportunities.
- Daily rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
- The chance to make decisions and to take responsibility - both for their learning and behaviour. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.
- In all, a well planned, carefully structured programme of academic and personal development, building on past experiences and achievements - delivered in ways appropriate to their age and stage.

- **Induction into School:** Parents/Guardians are invited to an open evening and are given information relating to the school uniform and the school day. The children are then invited to three taster afternoon sessions in the summer term.

### **Planning.**

- The curriculum will be planned, overseen and delivered by the Early Years Co-coordinator, following the Early Years Foundation Stage (EYFS).
- Weekly planning consists of a balance of purposeful child initiated and adult planned activities dependent on the specific needs of the children and the developmental stages they are at.
- Next steps are implemented when necessary to move children's learning forward through planned and unplanned activities.
- Children are primarily taught maths by using the White Rose programme, providing firm foundations for number fluency.
- Discrete sessions of phonics are taught daily using Sounds~Write teaching programme.

### **Assessment.**

The EYFS Profile will be completed at the end of the Reception year; data will be sent to County and practitioners will report whether children are meeting expected levels of development or not yet reaching expected levels (emerging). Some Reception Year children will begin to work on level one of the National Curriculum when it is judged appropriate for them. (Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1.) The observations, assessments and 'scale point data' form the basis of individual reports to parents in Term 3.

All attainment data is passed to the Year 1 teacher(s) for continuity at this time of transition.

An initial assessment is made during the induction period of term 1 when evidence is gathered from pre-school/nursery records and teacher/TA observations within the school day.

Ongoing assessment is made throughout each week and term to ensure planning is specific to the needs of a group or individual. Records on Tapestry are kept of each child's learning related to teacher-led and child chosen tasks as well as observations/judgements relating to child initiated activities. Parental comments, noted in Tapestry, are also added to support the child's record of learning.

The Reception Teachers and staff also participate in moderation meetings to validate teacher assessment and ensure external quality assurance.

Children who present special educational needs are identified as early as possible within the school year and appropriate intervention is made in line with the school's Special Educational Needs Policy. Parents are involved in all stages.

### **Equal Opportunities.**

EYFS is taught within the schools Equal Opportunities policy.

**Governors.**

There is a member of the Governing Body with overall responsibility for Early Years Foundation Stage. Governors are kept up to date with any developments/decisions at Governing Body meetings.

**Future Development.**

- Continue to develop outdoor provision.
- To ensure continuity of learning across the Reception Base.

Originated by.....S. Elledge Date.....November 2023.....

Authorised by Curriculum committee Date.....

Authorised by Governors meeting Date.....

Review Date Date.....November 2024 .....