

Misson Primary School

You already have your wings, we will help you fly



Early Years Foundation Stage Policy

April 2020

Date Reviewed by HT/Governors	
Date Approved by Full Governing Body	
Signature of Chair of Governors	
Date of Next Review	

EYFS POLICY

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Introduction

This policy has been created by the Foundation Stage Lead and agreed by Staff and Governors. Our school vision is at the core of this policy.

At Misson School we believe that each child is special. 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. We aim to build upon and extend children's knowledge, experience and interests.

In EYFS we meet the needs of all our children through:

- planning opportunities to 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 and promote the understanding of diversity;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- carefully monitor children's progress and take action to provide support as necessary.

Admission

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, children join us the term following their fourth birthday both part-time and full-time. The majority of children are full-time by the beginning of the school year in which they are five.

Aims of the EYFS

The Early Years Foundation Stage is important both in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Early Years Foundation Stage (EYFS).

Our Aim in EYFS is to offer our children a setting that:

- focuses on the importance of "the unique child" in which all children feel safe, happy and secure and develop skills for the future as well as a sense of wellbeing and achievement;
- fully appreciates the need for positive relationships with parents and carers;
- provides a rich and stimulating enabling environment that is balanced between adult-led and child initiated activities so that children become confident and critical learners;
- appreciates that children learn and develop in different ways and that all are

equally important.

Equality and Inclusion

We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers. Children are given full access to the curriculum and the life of the school regardless of race, age, gender, faith or belief, sexual orientation, socio-economic background and disability in accordance with regulations.

We promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Children experience a balance of focused teaching, and the continuous provision of more independent, play based activities with sensitive intervention and modelling.

Effective teaching and learning in our EYFS classroom are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the creative and carefully planned curriculum that helps children achieve at least “Expected” in the Early Learning Goals by the end of the Early Years Foundation Stage;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate, stimulating and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations and assessments which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Early Years Foundation Stage.

Continuous provision in the EYFS

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, in order to encourage independent learning.

Through play our children explore and develop learning experiences, which help them make sense of the world, both indoors and outdoors, on large and small scales. They practise and extend ideas, and learn how to control themselves and understand the need for boundaries. They are strongly encouraged to think creatively in collaboration with other children and independently, communicating with others as they investigate and solve problems. All play experiences are carefully structured and form an important part of the carefully planned curriculum, with children contributing their own ideas and suggestions.

EYFS Curriculum and Planning

The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children's. The planning for the EYFS in our school is based on the seven areas of learning identified in the EYFS Framework. The indoor and outdoor experiences that our children meet enable them to develop a number of competencies, skills and concepts across all areas of learning. The curriculum is creative and makes links between several areas of learning wherever possible. There is a mixture of directed and free choice activities.

The seven areas of learning are

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The planning includes activities to promote the Characteristics of Effective Learning (Playing and Exploring/Active Learning/Creating and Thinking Critically)

Throughout the Reception year in our school, children have mathematic based sessions and combined Communication and Language, Literacy and Phonics based

sessions. The skills and understanding needed to progress into Year 1 are developed in a sensitive and often practical way.

Working towards the Early Learning Goals provides the basis for planning throughout the EYFS. Our medium term planning show learning objectives and short term plan shows specific activities and identifies the intended learning, with outcomes, for children. This is amended and developed as children contribute their own ideas and interests.

Assessment

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most children achieve the Early Learning Goals by the end of the stage. Some children exceed these goals and provision is made to ensure that they reach their individual potential. Some children do not achieve the Early Learning Goals by the end of the stage and intervention and provision is made throughout the year to ensure that they reach their individual potential.

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 largely takes the form of observation and discussion, and this involves the teacher and other adults as appropriate.

During the children's first half-term in the EYFS, the staff carry out a range of assessments including BASE baseline assessment to gain additional insight into each child's ability. We then use them to help to identify patterns of attainment within the cohort of children. We use this information to adapt learning experiences for individual children and groups of children. We share assessment information with parents at the parental consultation meeting in October and February.

The EYFS profiles are developed through the children's Learning Records throughout the year, and their learning journal and reports are shared with each child's next teacher. The parents are electronically sent their child's Learning Record at the end of the year.

Parents receive Summer term reports that offer comments on each child's progress in each area of learning. They highlight the child's strengths and development needs and gives details of the child's general progress.

The Role of Parents

We aim to develop caring and respectful relationships with children and their families. We recognise that all parents have an important role to play in the education and wellbeing of their child in order for them to become confident and independent as they progress through the school.

We encourage involvement through:

- Tapestry (on-line journal), sharing learning activities that their child has participated in, encourage parent comment, encourage parents to record home observations to celebrate the whole child's achievements at school and home.
- talking to parents about their child before their child starts at our school;
- inviting parents to welcome sessions during the term before their child starts;
- offering child inductions sessions during the term before their child starts at school, accompanied and unaccompanied sessions by Parent/Pre-school staff;
- offering parents' regular opportunities to talk about their child's progress in our reception classes;
- open door policy where we encourage parents to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements that enable children and parent to become secure;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that supports the child's learning at home and the involvement of parents.

Safeguarding

For safeguarding procedures, please refer to the school's Safeguarding and Child Protection Policy. Any concerns raised are recorded on CPOMS where appropriate.

Monitoring

- Long Term Planning is available on the website and is regularly reviewed.
- Classroom observations are carried out by the head teacher and subject leads
- Self-evaluation is carried out by staff
- Ofsted Inspections

Review

In line with revised EYFS Framework in September 2021 the governing body will review this policy in July 2021, or earlier if deemed necessary.