

Henry Chadwick Primary School

Early Years Foundation Stage Policy

1. Introduction

1.1 The Early Years Foundation Stage applies to children from birth to the end of Reception year.

At Henry Chadwick Primary School, 13 children join us in the September after they are three years old in our Nursery year group within our Early Years class. All Nursery aged children attend 15 hours a week, 8.45am - 11.45am Monday to Friday and claim their universal funded hours. Children who are eligible for 30 funded hours can claim these from 12.15pm - 3.15pm. We also provide wraparound care for children who are not eligible for additional funded hours during the afternoons at an additional cost. 15 children join us in the September after they are four years old in our Reception year group within our Early Years class. The 15 children usually includes all of the children from our Nursery class and a small number from other Early Years settings including playgroups, private day nurseries and other nursery classes. Compulsory schooling begins at the start of the term after a child's fifth birthday.

1.2 Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important, in its own right and in preparing children for later schooling. The areas of Learning and Development set out what is expected of most children by the end of the Early Years Foundation Stage.

1.3 Children joining our school, in both our Nursery and Reception year groups, have a breadth of prior knowledge. Many have been following the Early Years Foundation Stage curriculum from birth in one of many settings in our local community. The Early Years Foundation Curriculum has been reformed by the current government to be implemented in September 2021. The Early Years education we offer at Henry Chadwick Primary School is shaped by the following four overarching EYFS principles:

- **A Unique Child** - every child is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - children learn to be strong and independent through positive relationships.
- **Enabling Environments with teaching and support from adults** - children learn and develop well in enabling environments and with adults who respond to their individual interests and needs and help them to build their learning over time.
- **Learning and Development** - children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

2. Aims of the Early Years Foundation Stage

2.1 The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

3. Teaching and Learning Style

3.1 Our school policy on Teaching and Learning defines the features of effective Teaching and Learning within our school. These features apply to Teaching and Learning in the Early Years Foundation Stage equally as they do to the teaching in Key Stage 1 and Key Stage 2.

3.2 The more specific features of good practice that relate to Teaching and Learning in the Early Years Foundation Stage are:

- Meeting the diverse needs of children by delivering personalised learning, development and care.
- Promoting positive attitudes to diversity and difference.
- Working with parents to support young children to identify learning needs.
- Providing children with the opportunities to play indoors and outdoors.
- Providing well-planned experiences based on children's spontaneous play.

4. Play in the Early Years Foundation Stage

4.1 Play underpins the delivery of all of the EYFS curriculum. Play is the basis of all development and learning for young children. Children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

5. Inclusion in the Early Years Foundation Stage

5.1 Meeting the individual needs of all children lies at the heart of the EYFS. Practitioners deliver personalised learning, development and care to help children get the best possible start in life.

5.2 In the EYFS we set realistic and challenging expectations that meet the needs of all our children. We aim to help our children achieve the Early Learning Goals, by planning

activities which meet the needs of boys and girls, children with special educational needs, children who are gifted and talented, children from all social and cultural backgrounds and children with English as an additional language.

5.3 We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and self-esteem.
- Using a wide range of teaching strategies based on children's learning styles.
- 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 challenging activities for children who are gifted and talented.
- Monitoring children's progress and providing any necessary support.

5.4 As a school we have achieved Dyslexia Friendly school status. Therefore, staff are trained to provide teaching strategies to support the learning of all children.

6 The Early Years Foundation Stage curriculum

6.1 The Early Years Foundation Stage curriculum has seven areas of Learning and Development which are divided into Prime areas and Specific areas:

The **Prime** areas are:

- Communication and Language (CL) which includes Listening, Attention and Understanding and Speaking
- Personal, Social and Emotional Development (PSED) which includes Self-Regulation, Managing Self and Building Relationships
- Physical Development (PD) which includes both Gross Motor Skills and Fine Motor Skills

The **Specific** areas are:

- Literacy (L) which includes Comprehension, Word Reading and Writing
- Mathematics (M) which includes Number and Numerical Patterns
- Understanding the World (UW) which includes Past and Present, People, Culture and Communities and The Natural World
- Expressive Arts and Design (EAD) which includes Creating with Materials and Being Imaginative and Expressive

6.2 The EYFS curriculum is supported by the non-statutory guidance "Development Matters". The guidance sets out pathways of children's development in broad ages and stages, Birth to 3 years old, 3 and 4 years old, Reception children. It recognises that the actual development and learning of young children is not so neat and orderly. The document encourages early years practitioners to use their knowledge to facilitate holistic learning and development and help children make progress without generating unnecessary paperwork.

7 Assessment

- 7.1** Assessment is continuous throughout a child's time within the Early Years Foundation Stage. It is based on the practitioner's professional knowledge, using both formative assessment which includes observations, things children have drawn/written and information from parents and carers, and summative assessment which is a holistic view on what the children can demonstrate against each of the Early Learning Goals at the end of reception. We consider the learning that has taken place across all areas of learning and the correlations to the levels of development.
- 7.2** Children's learning is recorded using the online journal tool, Tapestry. This involves photographing children's learning and writing an accompanying observation. These observations are then linked to an area of learning. These observations can also be electronically shared with parents.
- 7.3** Assessments are added to a tracking system on entry to both Nursery year and Reception year. This is updated at regular intervals (half termly) throughout their time within our Early Years class. At the end of their Reception year children's outcomes are assessed against the 17 Early Learning Goals. They are awarded Emerging or Expected for each of the 17 ELGs. This data is submitted to both the Local Authority and the DfE. This data may be moderated by the local authority. The information is also passed onto the Year 1 teacher to inform planning for the year ahead.
- 7.4** Parents receive an annual report at the end of the summer term which provides comments on the child's progress in every area of Learning and Development. The Reception children also have a summary of how they learn using the Characteristics of Effective Learning. This report also contains the children's outcomes, how they have achieved in each area of Learning and Development in relation to the ELG.

8. Partnership with Parents

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role parents have as a child's primary educator and main carer for their child. We support and encourage this by:

- Inviting parents to a parent's meeting before their child starts school and to visit the classroom with their child.
- An opportunity for a staggered intake to allow parents to bring their child to school in a smaller group dependant on the needs of the child.

- Meeting with parents on a one to one basis in the first half term and in the Spring term.
- Inviting parents to join us for 'Stay and Learn' sessions in the classroom.
- Writing comments in a child's planner and encouraging parents to also do this whether the comment is about reading or anything else, providing a written dialogue between home and school.
- Sending half termly newsletters to share with parents what learning is taking place at school and sharing ways in which they can support this at home.
- Providing opportunities for parents to view their child's Learning Journey at 'Stay and Learn' sessions and parents evenings.
- Sharing their child's learning through the online journal, Tapestry.

8 Welfare

At Henry Chadwick Primary School we understand that children learn best when they are healthy, safe and secure and when their individual needs are met. We are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. 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 children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

9 Resources

We plan our learning environment, both indoors and outdoors, so that it encourages a positive attitude towards learning. We use equipment and materials that reflect both the local community and the global community. We encourage the children to make their own selection of the activities we offer, as this encourages independent learning.

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