



# THE TOWERS

## EARLY YEARS FOUNDATION STAGE POLICY

<b>Date Approved:</b>	21/09/16
<b>Ownership:</b>	EYFS
<b>Last Review:</b>	September 2019
<b>Next Review:</b>	September 2020

### 1. Principle

This policy intends to support the school's aims as outlined in the Mission Statement.

"As a Gospel centred community, we aim to:

- build a loving environment where pupils will be enabled to grow in the knowledge and love of God and of each other;
- value each individual equally;
- enable all to flourish and develop their own talents; and
- teach individuals to value the unique gifts of those around them."

SEMPER FIDELIS - Always Faithful.

The policy is applicable to all pupils including those in the Early Years Foundation Stage (EYFS).

- 2. Definition:** The Early Years Foundation Stage applies to children from birth to the end of their Reception year. In our school this will apply to the children admitted to Reception.

### 3. Policy Statement

- 3.1. To provide a welcoming, friendly and happy experience where children enjoy learning through play, developing confidence to fulfil their potential.
- 3.2. To provide the best care we possibly can in a safe, secure and stimulating environment enabling children to feel safe, confident and valued.
- 3.3. To recognise each child as unique, to scaffold learning at their own pace and build on what they have already learned at home, from their families and their individual communities.
- 3.4. To value the diversity children bring to an early years setting and respect children and their families from all social, cultural and religious communities and family groupings.

- 3.5. We aim to make every reasonable adjustment to include children and their parents and carers with respect for any disabilities or additional needs they may have, working in accordance with our policy for inclusive practice, the special educational needs policy and all current legislation relating to discrimination, working in partnership with relevant outside professionals as appropriate, with parental permission.
- 3.6. To enable children to feel they belong to the school and that the school belongs to them, paving the path of transition into Key Stage One.
- 3.7. The environment is planned, staffed and maintained in accordance with the Statutory Framework for the Early Years Foundation Stage (DfE, 2017).

**3.8. The Early Years Foundation Stage has its own curriculum, which emphasises learning based on play and experiences. It is a broad, balanced and purposeful curriculum delivered through planned and child initiated play activities to help ensure all children have the opportunity to reach their full potential and experience the best possible start to their education within a rich and enabling environment.**

3.9. 'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them' (EYFS, 2017).

3.10. The curriculum of the Early Years Foundation stage underpins all future learning by promoting and developing seven areas; three prime areas and four specific areas, which are all important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The three Prime Areas are:

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

3.11. We support children in four specific areas, through which the three prime areas are strengthened and applied. The four specific areas are:

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

#### **4. Characteristics of effective learning**

- 4.1. Playing and Exploring – Children investigate and experience things and 'have a go'.
- 4.2. Active Learning – Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- 4.3. Creating and thinking critically – Children have and develop their own ideas, make links between ideas and develop strategies for doing things (EYFS DfE, 2017).

#### **5. Practice & Procedures Staffing**

- 5.1. The Head of the school has overall responsibility for the Early Years Foundation Stage.

- 5.2. The Designated Safeguarding Lead, Mrs Debora Hepburn, has overall responsibility for the Safeguarding of children in the Early Years Foundation Stage. For details of Safeguarding and Child Protection Policy please see the website.
- 5.3. Mrs Taff Atkinson is Key Stage One & Two Leader and has overall responsibility for the Juniors.
- 5.4. Miss Landells is the Early Years Foundation Stage teacher and Mrs Kathrine Pattison and Mrs Tanya Gullick are the class teacher for Reception.
- 5.9. In Reception the key person will be the class teachers.
- 5.10. The Bursar, has overall responsibility for the financial management of the EYFS setting.
- 5.11. Registers are used in the event of fire and for child protection monitoring purposes when necessary.
- 5.13. Supervision of children. In accordance with the Statutory Framework for the Early Years Foundation Stage (DfE, 2017), the adult to child ratio is always maintained and is usually outstanding with experienced and qualified members of staff.

### **Planning, Teaching and Assessment**

- 5.14. In Reception the children have specialist teachers for certain curriculum areas such as music, PE and swimming.
- 5.16. Reception Planning uses an adaptable three year rolling plan, differentiated to meet the needs and interests of each group of children with flexibility for individual tailoring.
- 5.17. Planning is broken into medium term plans and weekly plans for each child identifying any specific intentions in line with the Early years learning goals. Evaluation of activities is documented via Tapestry.
- 5.18. The next steps in each area of learning are sent home termly. Where necessary children with additional support needs have a child centred plan.
- 5.19. We strongly believe in the principle of learning through play and much of the day is dedicated to child initiated learning experiences both indoors and outdoors. Adult-led activities support individual emerging needs and interests.
- 5.20. Staff are trained to encourage and extend thinking and facilitate learning through interaction and the provision of a good range of relevant resources and equipment to promote learning across all areas of development, which reflects diversity and is free from discrimination and stereotyping.
- 5.21. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults to support children in preparation for more formal learning assisting the transition for school.
- 5.22. Staff contribute to an online Learning Journal through Tapestry for each child, using photographic and observational evidence collected in the setting. Observations focus on both child led and adult initiated activities.
- 5.23. Children are encouraged to participate in contributing to their online Learning Journals and choose items to be included in it, such as a favourite drawing or photograph. Children are able to access their online journals with adult support at school and home and are encouraged to look at photos, make comments and discuss the contents with staff and parents. They can also contribute to their journal with work and photographs from home.
- 5.24. Parents and carers are warmly encouraged to contribute to the Early Learning Journals by sharing observations made at home with staff.
- 5.26. With permission from parents and carers, evidence of observations are shared/transferred with professionals from other Early Years settings that the child may have attended.
- 5.27. Online learning Journals are seen as a two-way exchange of communication and we encourage parents/carers to contribute to this. Parent/carers evenings are held to support children's learning and development.

5.28. At the end of Reception each child is assessed against each of the 17 Early Learning Goals (ELG). They are assessed as either emerging, expected or exceeding the ELG for each of the 17 areas of learning and a report is given to parents informing them about their child's learning and progress in each of the areas of learning. This information is also given to the Year 1 teachers to aide transition. (Using guidelines in the EYFSP handbook 2019)

### **Parental Partnership**

5.29. Parents and carers are regarded as the child's first educators and whom we seek to work in close partnership with. Communication with parents and carers is welcomed through the following channels:

- Face to face contact at drop off or pick up time on a daily basis.
- Telephone calls
- Emails
- Message books (Reception class)
- SchoolComms
- Meetings by appointment
- Tapestry – online journal

5.30. Any parents wishing to help in school would be required to undergo a check with the disclosure and barring service (DBS).

### **Funding**

5.31. Children in the Early Years Foundation Stage may be eligible for Early Years Entitlement Funding depending on their age. Parents and Carers should contact the Bursar for details.

### **Complaints**

5.32. Any concerns or complaints should be addressed in the first instance to Miss Landells. **However if the matter is not resolved, full procedures for complaints can be found in the parent handbook, available in hard copy from the office or on our website.**