

# North Nibley C of E Primary School

## Early Years Foundation Stage Policy

**Date of policy:** February 2018

**Policy developed by:** Teachers and Governors

**Status:** This policy is **required by law** and should be reviewed **ANNUALLY**

**Review date:** February 2019

“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 have a major impact on their future life chances. A secure, safe and happy childhood is important in its 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.” (Statutory Framework for the Early Years Foundation Stage, 2017)

This policy supports the school’s vision by providing a safe and secure environment where children can build the foundations to a life-long love of learning through well planned and well supported play opportunities.

The school’s Christian values of friendship, respect and responsibility are demonstrated in this policy in the following ways;

- Adults model positive relationships between themselves, parents and children to help support children in building their relationships. We maintain links with local pre-school settings, inviting children who are due to begin school in to begin meeting their new class members and staff.
- Teaching Assistants and Teachers support children’s play, helping them to negotiate with other children and solve their own friendship problems.
- Play is an integral part of the Foundation Stage – we encourage children to select their own resources supporting them in respecting the resources we have by using them appropriately and returning them once finished.
- During play children have the opportunity to practise and build up ideas, and learn how to control themselves and understand the need for rules in a safe and secure environment.
- Our policy explicitly addresses inclusion. It ensures teachers plan to use resources which reflect diversity and are free from discrimination and stereotyping, so that children build respect for and understanding of other cultures.

### 1 Introduction

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. At North Nibley children usually join us at the beginning of the school year in which they are five, though parents may apply to the governors for a deferred entry (see the Admissions Policy). Compulsory schooling begins at the start of the term after a child’s fifth birthday. The Foundation Stage is important in its own right and in preparing children for later schooling. The early learning goals set out what is expected of most children at the end of the Foundation Stage. It is the school’s view that children should develop within a happy, secure environment encouraging self-confidence, independence and self-motivation as these are a fundamental basis for their future progress.

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Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do.
- it ensures that no child is excluded or disadvantaged.
- it offers a structure for learning that has a range of starting points and content that matches the different levels of young children's needs.
- it offers planned and purposeful activities that provide opportunities for learning both indoors and outdoors.
- it provides a rich and stimulating environment.
- it offers planned activities that build on the children's interests.

### **2 Aims of the Foundation Stage**

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

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning;
- social skills;
- attention skills and persistence;
- language and communication
- reading and writing;
- mathematics;
- knowledge and understanding of the world;
- physical development;
- creative development;

### **3 Early Years Foundation Stage Principles**

Effective practice in the EYFS is built on the following four principles;

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **A Unique Child**

### **4 Admissions**

It is Gloucestershire County Council's policy that the children may, if their parents so wish, start school in the September following their fourth birthday. Having already secured a place through the normal procedures, parents may also apply to the governors for a deferred entry (see the Admissions Policy). Before a child starts school the parents are required to complete a centralised admissions form for Gloucestershire County Council, but also to complete one of our admissions forms since the Governors of this Voluntary Aided School are the admissions Authority for the school. Under certain circumstances, Governors may choose to exceed the Published Admissions Number (PAN). (See the Exceeding PAN protocol on our website.)

At North Nibley School, all children are initially admitted part time only. The transition from part time to full time attendance will be negotiated between staff and parents.

**5 Baseline Assessment**

At North Nibley staff use age-related expectations (from the publication “Development Matters”) to complete baseline assessments. We rely on careful observation, over time and in different situations, to build a picture of each child’s strengths. We do not use formal tests. We also use any assessment profiles given to us by our feeder settings. Our assessments are completed in the first four weeks of a child starting school and assessments are made in the following 7 areas;

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Physical Development
- Understanding of the world
- Expressive art and design.

Each area is broken down into different age-bands, with text detailing what a child might be able to do at that age. Referring to these bands, staff decide which best matches your child’s development. These ‘on-entry’ assessments are used later on to determine the progress that your child is making.

**6 Inclusion in the Foundation Stage**

In our school we believe that all children feel included, secure, valued and have a fundamental right to equality of opportunity. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities and children from all social and cultural backgrounds.

We meet the needs of our children through:

Planned 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 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;

Planned challenging activities for children whose ability and understanding are in advance of their language and communication skills;

Monitoring children’s progress and taking action to provide support as necessary. This involves speech therapy for some children.

**7. Characteristics of effective learning**

In the Foundation stage we observe children’s learning characteristics and use these to plan activities which allow children to learn in a way which suits them. At the end of the year we report on these characteristics to the Year 1 teacher and to parents to help them plan effective learning opportunities to support the transition to KS1. We take into consideration when planning the ways in which the child engages with other people and their environment through

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playing and exploring, active learning, and creating and thinking critically. These areas underpin learning and development across all areas and monitoring these helps us to support the child to remain an effective and motivated learner.

### Positive Relationships

#### **8 Parents as partners**

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role in educating the children. We do this through:

- Inviting parents to visit the school with their child
- Inviting parents to an induction meeting in the term prior to their child starting school.
- The children have the opportunity to spend time with their teacher before starting school through pre-school visits and teacher visits to local playgroup.
- Parents are asked to complete a Home -School record of achievement on entry to school
- Once the child has entered school, parent / teacher meetings are arranged on a regular basis.
- Observations are uploaded to 'Tapestry', a secure online learning record accessible via the web or a free app. It is available for parents (and those to whom they give permission) to view at home. Parents may also add their own observations, which staff can then view.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Regular communication with home through newsletters, curriculum topic plans and child's record books.
- Offering a range of activities that support the involvement of parents.

#### **9 Pre-school links**

We feel it is important to maintain an effective liaison with the local playgroup and establish links with other local nursery schools and pre-school groups.

The Teacher and Teaching Assistants visit pre-school settings and start to build a relationship with the children prior to school entry. Pre-school children are invited to visit school on appropriate occasions.

Most pre-school settings support a child's transfer to school by completing Gloucestershire's Foundation Stage Record of Progress and other documentation, prior to the start of school.

#### **10 The role of Teaching Assistants**

The Reception class teacher will be supported by Teaching Assistants:

- To support the children with their social and physical needs.
- To support various forms of play.
- Be involved in planning the curriculum
- To assist in teaching specific skills under guidance from the teacher.
- Participate in children's assessment.
- To help with the preparation of materials and the cleaning of equipment.

### Enabling Environments

#### **11 Welfare**

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. We understand

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that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We will therefore do all we can 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 the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- all children have access to drinking water at all times of the day which they can access independently.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **12 Play in the Foundation Stage**

At North Nibley we do not make a distinction between work and play. We support children's learning through planned play activities and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Well planned play, both indoors and outdoors, is a key way in which children learn with enjoyment and challenge during the Foundation Stage.

Through play our children explore and develop learning experiences, which help make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe conditions.

### **13 Resources**

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 activities on offer, as we believe that this encourages independent learning.

## **Learning and Development**

### **14 The Foundation Stage curriculum**

The Foundation Stage curriculum in our school is based on 17 Early Learning Goals (ELGs), which are set nationally. The Early Learning Goals define the stage of development that most children reach by the end of the Reception Year. The goals are organised under the same headings as used in "Development Matters".

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

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None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. The experiences that we plan for our children often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work where appropriate to support the planning for individual children.

### **Planning**

Planning within the EYFS follows the school's Long Term Plan and Medium Term Plans which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however staff may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. Intended Learning is identified on the plans every short term for children working towards the Early Learning Goals.

### **Assessment**

Throughout the Foundation Stage we make regular assessment of children's learning, based on on-going observational assessments of each child's achievements, interests and learning styles. We use this information to ensure that future planning reflects identified needs.

The Foundation Stage Profile is used to record and monitor children's progress through the Reception year. Assessments are based on observations and involve the Teacher and other adults as appropriate. At the end of the Reception year children are assessed against each of the 17 Early Learning Goals. Assessments are on-going through the year and a child's achievements in the Autumn, Spring and Summer terms are recorded. The Teacher completes the Profile at the end of the year and records each as 'Emerging' 'Expected' or 'Exceeding' against the Early Learning Goals. The information is shared with parents and is also used by the child's Year 1 Teacher to plan for the year ahead. The final point of each scale represents attainment that is beyond the early learning goals in breadth and depth. In exceptional circumstances further assessments may also be made.

We use individual profiles to retain examples of each child's work. The profiles contain a wide range of evidence which can be used to support assessments. We can also share these with parents.

Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. Reports are sent to parents in the second half of the summer term.

As a school we set targets in the Autumn and in the Spring. For children in the Early Years Foundation Stage the Autumn Term targets are based on the Personal, Social and Emotional Development (PSED) curriculum. In the Spring targets are based on Literacy and Mathematics.

## **15 Teaching and learning**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 1 and 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

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- 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 teachers 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 carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- The good relationship 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 Foundation Stage.

### **16 Safeguarding**

The school has comprehensive policies and procedures to safeguard children. They are in line with Gloucestershire's Local Safeguarding Children Board (GSCB). Staff must comply with the following Policies;

- Safeguarding
- Child Protection
- Recruitment and Selection Policy
- Induction Policy
- Volunteer Helpers Policy and Handbook (includes Safer Working Practices for Visitors)
- Instructions for Contractors
- Safeguarding Children – Whistleblowing Policy
- Staff Handbook (in preparation)
- Intimate Care

### **17 Photographing and videoing**

This section relates to phones, cameras and all other devices capable of taking and storing images. Staff must comply with the following Policies;

- Safer Working Practices
- Acceptable Use Of ICT (Adults)
- ICT - Safe and Acceptable Use of ICT (children)
- ICT e-safety Policy
- Safeguarding Children – Whistleblowing Policy