



# Ashby Hastings Primary School

*"Inspiring minds to foster confidence"*

## Early Years Foundation Stage (EYFS) Policy

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Adopted by Ashby Hastings Primary School on:	Date: 23 August 2021
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	2.0 (minor amendment to Page 8)

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

## Introduction

*'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Ashby Hastings Primary School children are admitted to reception in the September following their fourth birthday. Early childhood is the foundation on which children build the rest of their lives. At Ashby Hastings Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

## Intent

**“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured”**

### **Development Matters in the EYFS**

Children will become confident, independent and collaborative learners. They will be provided with a broad and balanced curriculum that will enable each child to develop their knowledge and understanding. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

## Implementation

The curriculum includes continuous provision both indoors and outdoors which enables frequent learning opportunities that are appropriate to each child's stage of development. Practitioners with a good understanding of child development know how to support children as they practice and refine their skills and knowledge in all areas of their learning and development. They support children, using teaching skills and a balance of adult-led and child-initiated experiences. Accurate and timely assessment ensures that activities provided suit children's needs and abilities.

Practitioners know that individual children have made progress from their starting points. They are confident that the implementation of activities and experiences provided have met their intent at each stage of a child's development. They are confident that children have gained the knowledge and skills required for the next stage of their education.

When planning for these opportunities teachers take into account:

- The EYFS statutory guidance
- Small steps learning
- Learning styles
- Modelling of skills
- Language and vocabulary development
- Fine and gross motor skills
- Prior experiences

## Impact

Children will have made progress and are working at the expected standard in all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of Foundation Stage. The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

## **Aims & Objectives**

We aim to support all children to become confident, independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Ashby Hastings, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

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, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

**The Early Years Foundation Stage is based on four themes:**

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults.
- Learning and Development

## **Unique Child**

At Ashby Hastings Primary School, we recognise that every child is a competent learner who can be confident, resilient, capable and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Ashby Hastings Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning 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.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Employing resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

### **Positive Relationships**

At Ashby Hastings Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our taster sessions and induction meetings.
- Arranging, where possible, visits by the teacher to all children in their preschool setting prior to them starting school.
- Providing a parent pack of information about commencing Reception at Ashby Hastings.
- Outlining the school's expectations in the Home-School agreement.

- Inviting parents/carers and children the opportunity to spend time in the Reception Class for a taster visit before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation at the outset of the academic year, giving parents/carers and teachers the opportunity to discuss relevant information about their child.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Home-School Diary and school newsletters.
- Sending home 'Celebration Bands' designed to enable parents to record outstanding achievements.
- An outline of the areas of learning and the current topic being covered is sent out to parents on a regular basis.
- Inviting parents to attend informal meetings about areas of the curriculum, such as Phonics and Maths.
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending two written reports on their child's attainment and progress per year.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. listening to children read.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Mother's and Father's Mornings, Christmas Decoration Morning etc.

## **Enabling Environments**

At Ashby Hastings Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. 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, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

## **Staff**

*“For children aged three and over in registered early years provision where a person with Qualified Teacher Status, there must be at least one member of staff for every 13 children.” (DfE statutory framework for the early years foundation stage.)*

Reception – 1 class teacher, 1 Learning Support Assistant.  
All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

## **Learning and Developing**

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and interconnected. None of the areas of learning can be delivered in isolation from the others. Our children’s learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of EYFS. 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:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children’s development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any of the prime areas gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child.

Reception pupils also participate in a daily phonics session, following the guidance in the Soundwrite phonics programme and in line with school policy.

## **Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

*'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'* (Child Development The Early Years Overview)

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

*'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'* (Child Development The Early Years Overview)

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

*'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.'* (Child Development The Early Years Overview)

Children are given the opportunity to be creative through all areas of learning. Adults will support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Early Years Outcomes from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and literacy directed teaching. Topics are decided based upon identified interests of the children and are the vehicle in which to deliver the children's next steps in learning. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals.

Observations - Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys.

Assessment - During the first term in Reception, the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment

within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 Early Learning Goals. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. At the end of the year we record whether the child has met or not met each Early Learning Goal.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too in the end-of-year report for parents/carers. Parents receive an annual written 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. We complete these in June, and send them to parents in early July each year. In addition, parents will receive a Mid-Term report during the year that gives details of the child's progress towards the Early Learning Goals.

The Learning Environment -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside areas throughout the day; this has a positive effect on the children's development. The Foundation Stage has one open plan indoor learning space with separate carpet area, a quiet room and its own dedicated outdoor classroom.

## **Teaching & Learning**

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

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching.
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, 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 space, facilities and equipment, both indoors and outdoors.
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents.
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school.
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it.
- the regular identification of training needs for all adults working at the Foundation Stage.

## **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school induction pack
- Talk through the school day
- Share information regarding the Early Years Curriculum
- Explain about uniform, PE kit and school dinners/ free school meals
- Purchase uniform and book bag if requested
- Explain the arrangements for the gradual induction in to reception

New class session - The children are given an opportunity to come in to school to meet their new class teacher and other children in their class in the summer term before starting school. They will spend an afternoon in their new classroom. Parents are to 'stay and play' for this session. This means that before they join their new class in September the Reception environment is already a familiar place to them. Arrangements are also made for the children's new class teacher to visit them in their current pre-school setting.

August Intake - When children join the school in August the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children will attend for a half-day session only.
- During the second full week, and thereafter, children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage assemblies as well as sharing playtimes with the Key Stage 1 children. Children have the opportunity to meet their new class teacher and spend a day in their new class during the summer term.

## **Safeguarding & 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.'*

*(Statutory Framework for EYFS 2014)*

At Ashby Hastings Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Ashby Hastings's Safeguarding Policy).

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk (Once a child reaches the age of 5 – Milk is then ordered and paid for by parents using CoolMilk). They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

### **Monitoring and Review**

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Executive Headteacher, Head of School and EYFS Leader will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process. This policy will be reviewed regularly.