

EARLY YEARS FOUNDATION STAGE POLICY ROYLES BROOK PRIMARY SCHOOL

1. INTRODUCTION

1.1 The Early Years Foundation Stage (EYFS) applies to all children from 0 years of age to the end of the Reception year. In our school, all children join us at the beginning of the school year in which they turn 5. (Compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins at the beginning of Year 1.

The Early Learning Goals set out what is expected of most children by the end of the EYFS.

1.2 Children joining our school have been in a range and variety of settings that exist in our community. The early years education that we offer is based on the following principles:

- § It builds on what the children 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.

2. AIMS OF THE EARLY YEARS FOUNDATION STAGE

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

- § personal, social and emotional development;
- § communication, language and literacy;
- § problem solving, reasoning and number;
- § knowledge and understanding of the world;
- § physical development;
- § creative development.

2.2 The guiding principles which shape practice are:

- § A unique child;
- § Positive relationships;
- § Enabling environments'
- § Learning and development.

3. TEACHING AND LEARNING STYLE

3.1 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 EYFS just as much as they do to teaching in Key Stages 1 and 2.

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

- § The partnership between teachers and parents, so that our children feel secure and safe at school, and develop a sense of well-being and achievement and so that parents are informed;
- § The understanding that teachers have, of how children develop and learn, and how this affects their learning;
- § 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 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 of children to communicate and talk about their learning, and to develop independence and self-management;
- § The support for learning with appropriate 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 relationships between our school and the settings that our children experience prior to joining our school;
- § The clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- § The regular identification of training of all adults working within the EYFS.
- § A planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS.

4 PLAY

4.1 Through play our children explore and develop learning experiences which help them to make sense of the world. They practice 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. Carefully structured play activities with clear expectations will be developed and supported.

5 INCLUSION IN THE EARLY YEARS FOUNDATION STAGE

5.1 At Royles Brook we believe that every child matters. We give each child every opportunity to achieve their best.

5.2 In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most will reach the Early Learning Goals by the end of the stage. Some will progress beyond this into the expectations of Key Stage 1. 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, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children 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;
- § 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 those 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 may involve external agencies for some of our children.

6. THE EARLY YEARS FOUNDATION STAGE CURRICULUM

6.1 The curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

6.4 The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum. The three prime areas of learning are:

§ Personal, social and emotional development;

§ Physical development;

§ Communication and language.

The four specific areas of learning are:

§ Literacy;

§ Mathematics;

§ Understanding the World;

§ Expressive arts and design.

6.2 By the end of the Reception year, children will have a daily Mathematics and Literacy hour. Initially the requirements will be met in a flexible way.

6.3 The Early Learning Goals provide the basis for planning throughout the EYFS curriculum delivery. National schemes of work will be used where appropriate to support the planning for individual children. Medium term planning is completed half termly.

7. ASSESSMENT

7.1 At Royles Brook, we make regular assessments of children's learning, and use this information to ensure that regular planning reflects identified needs. These assessments are made on the basis of our accumulating observations and knowledge of the whole child. By the end of the Reception year, the Early Years Foundation Stage Profile sums up that knowledge. The profile is completed throughout the year to track individual achievements.

7.2 Assessments against the scales are finalised during the summer term, summarising each child's development.

7.3 The Early Years Foundation Stage Profile forms the basis for reports to parents, and is given out at the end of the year. The report highlights the strengths and areas for developments. Parents are also invited into school in the Autumn and Spring terms for individual consultations about their child.

7.4 BASE assessments are carried out with each individual child within seven weeks of them starting at our school. The assessments are also carried out in the summer term.

8. THE ROLE OF PARENTS

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

§ Talking to parents;

§ The children having the opportunity to spend time with their teacher before starting school;

§ Inviting all parents to an induction meeting during the term before their child starts school;

§ Encouraging parents to talk to the child's teacher if there are any concerns. Parents receive a formal report on their child's attainment and progress at the end of each school year;

§ Staggering the starting times of each child starting school, so that the teacher can welcome each child individually into school and having time to talk to their parents;

§ Arranging a range of activities throughout the year that encourage collaboration between child, school and parents;

§ Offering a range of activities that support the involvement of parents. There is regular communication with home through a home/ school reading diary.

9. SPECIAL EDUCATIONAL NEEDS

9.1 Close and regular co-operation with parents will be a priority for the children who have special needs. Extra pre-school visits may be arranged and discussions with any professionals already involved with the child will be held. Careful records will be made of strengths, problems, areas for development and progress. Individual Educational Plans will be made and shared with parents, children and any staff who work with the child.

10. RESOURCES

10.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude towards learning. Materials and equipment are of good quality and regularly checked for safety. We encourage the children to make their own selection of the activities on offer, as we believe this encourages independent learning.

KEYWORKERS

11.1 Every child in Early Years will be given a key worker when they enter reception. Keyworkers at Royles Brook will:

§ensure that learning is tailored to meet every child's needs;

§ensure that every child takes an interest in learning through learning about children's likes and dislikes;

§Support parents/carers with guidance for continuing learning at home;

11.2 Keyworkers are available at drop off and pick up times to talk to parents about their child's development.

11.3 Keyworker time is provided to the children daily to ensure that they can make the most out of their learning experiences.

Transition

Teachers will visit the nurseries of children who are offered a place in Reception at Royles Brook. Teachers will talk to the keyworkers at nursery to get to know vital information about the children and will also interact with and introduce themselves to the child. Children are invited to visit Royles Brook before the summer holidays for a taster session to see their new classroom and spend time with the class teacher and key worker. 'All about me' transition booklets are sent home to gather information from parents about the children prior to them starting school. Booklets are also sent home with pictures of the child's classroom, teacher and teaching assistant so that

they know what the environment looks like and parents are able to talk to the children about it, it is hoped that this will reduce any anxieties that children may have. All children in Reception will start school on a staggered basis, this is to ensure that all children settle into school life and feel comfortable within the setting.

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