



Early Years Foundation Stage Policy

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Approved by: C.Sullivan

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

3. Curriculum

At The James Cambell Primary School we follow the EYFS framework [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363642/statutory-framework-for-the-early-years-foundation-stage.pdf) Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. 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).

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the EYFS our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs).

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at James Cambell are three Characteristics of Effective Learning.

- playing and exploring - children investigate and experience things, and 'have a go'.
- active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

We plan children's activities to reflect their interests. Assessment is conducted through observation and focused individual, group and whole class teaching sessions. We use Tapestry to monitor the children's progression and record their skills.

3.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

3.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. This is done via building independence and working less 1:1 and more in groups.

4. Environments

The Learning Environment and Outdoor Spaces

The foundation units are organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor spaces are secure and offer children the opportunity to explore a different environment, presenting them with different challenges and experiences. These areas have recently been improved and developed to give our children the best opportunities possible to achieve their BEST. Activities are planned throughout the foundation units to help the children develop in all areas of learning. We encourage children to explore the outdoors at all times of year and in all weathers. We provide appropriate clothing if required.

5. Assessment

The Baseline assessment is completed in the Autumn term. At The James Cambell Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. Children are observed daily and observations inform our planning. The

lowest 20%, FSM children, LAC and SEN children have ½ termly observations which are recorded in our class floor books so that targets can be made and progress can be clearly tracked. Practitioners take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development EXS

or,

Not yet reaching expected levels WTS

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

During the academic year the children will be assessed to see how much progress they are making.

Please see attached the Expectations Grids for EYFS staff.

5. Working with parents

The EYFS setting cannot function without the enduring support of parents and carers. We recognise that parents are the child's primary educator and we recognise this important role through regular engagement including:

- Initial information and admission meetings for completion of admission forms and to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open-door policy to enable parents to come and speak with staff should they have any concerns.
- Twice annual parents' evenings.
- Regular parents' information afternoons. E.g. phonics and maths sessions.
- Events and activities throughout the year which bring together children, parents and the school. E.g. celebration days.
- Sending activities home for parents to complete with their children.

Within Nursery, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

6. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

7. Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead (Mrs C. Sullivan) and the Headteacher each year.

The policy will be shared with the governing body annually.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

EYFS Expectations

<u>Reading Books</u>	
<p><u>Nursery</u></p> <p>1. To change library books weekly 2. Summer Term all children to take home a pink picture book changed weekly</p>	<p>1. parents encouraged to complete sharing booklet</p>
<p><u>Reception</u></p> <p>1. To change reading books (linked to RWI phonics) weekly, attempt twice weekly where possible. 2. To change library books weekly</p>	<p>1. Parents encouraged to complete reading diary. 2. Library books chosen for enjoyment not ability</p>
<u>Guided Groups</u>	
<p><u>Nursery</u></p> <p>1. To do 1x focus group activity each week</p>	<p>1. Group Focus to cover a range of the areas within development matters. At least 1x lit and 1x maths focus a ½ term</p>
<p><u>Reception</u></p> <p>1. To do 1x focus math group a week 2. To do 1x focus writing group a week 3. To do 1x other areas guided group each week</p>	<p>1. Alternated between teacher and NN – please ensure there is an equal balance. Mostly recorded in lit and maths books but also on Tapestry at times. 2. Other Areas to be recorded in floor book – see info or on tapestry. Can be completed outdoors.</p>
<u>Writing</u>	
<p><u>Nursery</u></p> <p>1. Children to over write their name atleast once per half term. 2. X1 writing group focus per half term.</p>	<p>1. Pictures to be removed from names as child begins to recognise it.</p>
<p><u>Reception</u></p> <p>1. Assessment pieces (I) Termly (x3 total) 2. 1x Independent piece captured half termly (x3 total) 3. Weekly guided group work</p>	<p>1. To fit with school's policy within assessment week. X3 a year (alternate ½ terms to independent pieces) completed in writing books. 2. Captured during free flow sporadic over the half term. X3 a year (alternate ½ terms to assessments) stuck into writing books. 3. Group work rotated weekly between teacher and NN. Teacher should ensure RWI strategies are used when supporting which reflects that of their RWI group. Completed in writing books.</p>
<u>Maths</u>	

<p><u>Nursery</u></p> <p>1. X1 maths group focus per half term.</p>	
<p><u>Reception</u></p> <p>1. Assessment pieces (1) Termly (x3 total) 2. Weekly guided group work</p>	<p>1. To fit with school's policy within assessment week. X3 a year (alternate ½ terms to independent pieces) completed in maths books. 2. Group work rotated weekly between teacher and NN. Teacher should ensure Completed in maths books.</p>
<p style="text-align: center;"><u>Floor Books</u></p> <p>Both Nursery and Reception are required to complete a double page spread of their weekly learning, including observations of the lowest 20%, FSM children, LAC and SEN children. Over the course of the term / year a picture will be created of the children's learning journey.</p>	
<p style="text-align: center;"><u>Outdoors</u></p>	
<p><u>Nursery and Reception</u></p> <p>1. Other than when whole class teaching is taking place, children will have access to both the indoor and outdoor environment and free flow between both. 2. A display in the Reception corridor will be updated regularly with the weekly / fortnightly with a focus and comments / activities which the adult can complete outside with the children.</p> <p style="text-align: center;">Remember talk to the child and interact <u>first</u> and then record <u>second</u>.</p>	