Southfields Primary School

Early Years Foundation Stage Policy

Date agreed: October 2019
Review Date: October 2020

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head’s office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.
“Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others.”

(Statutory Framework for the Early Years Foundation Stage)

1. Aims

- To provide high quality early education through play which will make a positive contribution to children’s early development and learning.
- To provide a curriculum which embraces the Early Learning Goals as specified in the areas of learning in the Statutory Framework for the Early Years Foundation Stage.
- To provide each child with a positive learning environment and an education that lays down a happy, safe and secure foundation for future learning.
- To provide opportunities which build on the children’s previous learning and includes good quality first-hand experience.
- To value and respect children in order to develop their self-esteem and a positive attitude to future relationships and learning.
- To provide opportunities for children to make choices and take risks in order to promote independent learning.
- To enable children to develop personal and social skills.
- To develop an effective partnership with parents to create an atmosphere of mutual trust and respect.

We will facilitate these aims by:

1.1 Firstly a thoughtful transition to school:

- Preparing parents and children well with planned visits, information to parents through the school prospectus, meetings and an induction pack
- Providing opportunities for parents and children to have pre-school visits
• The Reception teacher visiting local feeder pre-schools and nurseries in order to build strong links between settings
• Building positive relationships with families
• Providing each child with a learning pack including a book bag, names to trace, number cards, grapheme cards and reception key words
• Allowing children to begin their life at Southfields full-time whilst also working closely with parents to accommodate individual children’s needs

1.2 Providing a well-planned and well organised learning environment which provides rich and stimulating experiences:

• Planning should include provision for a learning environment both indoors and outdoors
• Use of materials, equipment and displays that reflect the community the children come from and the wider world
• Encourage children to make choices and develop independence by having equipment and materials readily available and well organised
• Provide resources that inspire children and encourage them to initiate their own learning
• Allowing children the space to explore and develop their own interests

• Celebrate children’s home achievements through WOW! moments on Tapestry
• Giving children experiences beyond the classroom which include visits from our Community Police, Ambulance service and coaches from the local Academy

1.3 Providing experiences that build on what the children already know:

• Plan experiences, mostly based on real life situations, that are the natural next steps in their learning
• Allow time for sustained concentration
• Understand that every aspect of learning for young children is connected in some way
• In partnership with parents through school links; where parents can record significant achievements at home which are celebrated at school and used to inform next step planning.

1.4 Providing an effective, carefully structured early years curriculum

• Plan experiences that are relevant, imaginative, motivating, enjoyable and challenging
• Make effective use of unexpected and unforeseen opportunities for children’s learning that arise from everyday events and routines
• Make effective use of outdoor space that children are enabled to learn by working on a larger, more active scale than is possible indoors

1.5 Meeting the diverse needs of the children to develop their self-esteem and confidence in their ability to learn

• Help children to see the purpose of activities and what they need to do in order to succeed
• Accommodate the different ways children learn by planning the same objective in a range of different ways
• Help consolidate their learning by revisiting the same learning objective many times
• Establish an ethos in which individual achievements are valued
• Plan a mixture of adult guided and child initiated learning with uninterrupted time for children to work in depth.

2. Learning and Teaching

Various strategies are employed in learning and teaching that can be adapted to suit the needs of the children. Young children’s learning is developed by offering experiences which they can consolidate their knowledge, skills, understanding and attitudes. Teaching should enable children to make connections in their learning and be actively led forward as well as helped to reflect on what they have already learnt.

Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. The indoor and outdoor environment should provide a positive context for both learning and teaching.

Guidance is given on effective learning and teaching in the Statutory Framework for the Early Years Foundation Stage and this will be used for planning an appropriate curriculum.
3. **Early Years Foundation Stage**

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 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.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years Providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are four overarching principles that shape the EYFS. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children **develop and learn** in different ways and 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.

### 3.1 The areas of learning and development

Within these overarching principles of the EYFS, there are seven areas of learning and development which shape the educational programmes at Southfields. Three of these areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning; and for building their capacity to learn; form relationships and thrive.

These three prime areas are:

- **Communication and Language**
- **Physical development**
- **Personal, Social and Emotional development**
Alongside these prime areas, we also support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are:

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

The early learning goals for the Literacy and Mathematics areas are in line with the objectives of the government’s Primary framework for literacy and mathematics and the phonic programme ‘Letters and Sounds’

The children are also observed and assessed on the characteristics of effective learning which means the early years practitioners concentrate closely on not only what the children are learning but how.

### 3.2 Assessment (The Early Years Foundation Stage Profile)

In the Early Years Foundation Stage assessments are ongoing. At Southfields all EYFS practitioners observe the children and record their progress in order to plan and prepare new learning experiences which will enable them to develop well. The non-statutory Early Years Outcomes document enables practitioners to make best-fit judgements about the children in order to share the summary of
their development at the end of their reception year. Throughout the year this is carried out using Tapestry, an online system which can be regularly accessed by families too.

These observations form an integral part of the children’s development and throughout the year and will form the basis of the ‘EYFS Profile’, the teachers will meet with parents regularly to discuss children’s progress and set their new targets.

Formal individual parents meeting will be arranged in the Autumn term and again in the Spring term. At the end of the year (June) the teachers will complete the EYFS Profile which will provide a well-rounded picture of each child’s knowledge; understanding and abilities; their progress against expected levels; and their readiness for Year one.

The EYFS profile consists of items of information: the attainment of each child assessed in relation to the ELG descriptors alongside a short narrative describing the three characteristics of learning: Playing and exploring, active learning and creating and thinking critically. This will reflect the ongoing observations, any relevant records held by us, discussions with parents and carers, and any other professional who has relevant information.

Teachers will indicate whether a child is meeting the expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels - emerging.

3.3 Moderation

Moderation occurs regularly throughout the year with both in school and within the triad. Each year schools are chosen by the LA either to be moderated individually or to attend a moderation workshop and discuss accuracy of judgements with other schools.

We collect data from assessments on entry using CEM as a baseline and on exit from the Reception year to measure progress. In the September of 2019 Southfields will take part in the pilot scheme for the Government EYFS baseline assessment. Target Tracker is used to track the children through the year and is sent electronically to the LA Early Years team. This data and evidence is used as
a basis for the Statutory end of year reports to parents. The parents receive a written report and a cd containing their child’s learning journey from Tapestry.

4. **Organisation**

There are three Reception classes and we have four teachers who work within the base. In the morning we work within classes and on phonics, mathematics, writing and reading as well as speaking and listening through PSHE and topic work. Throughout the day the children are able to access the base freely and follow their own interests (child initiated play) whilst also using the amazing spaces around the school. Each class has their own teacher and usually two teaching assistants. Classes also have the help from parent helpers, work experience students and Early Years trainees.

5. **Equal opportunities**

All children are valued for themselves and taught as equals, regardless of race, gender, ability or disability. Planning an environment free from stereotypical images, finding out about children’s faith and cultural heritage and home experiences, using materials, equipment and displays that reflect the community the children come from will give all children access to equal learning opportunities.

6. **Health and Safety**

Staff will model and teach safe practice and provide a safe and supportive learning environment both indoors and outdoors allowing children increasing responsibility under supervision, for carrying out practices they have been taught. Access to an orderly, well labelled storage system of resources will provide opportunities for safe, self-initiated activities and begin to allow children to take responsibility for their own environment, and care and safe use of materials and equipment.

7. **Monitor and Review**

Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes. This policy will be reviewed on a regular basis as part of our ongoing Curriculum Monitoring programme, unless National initiatives deem it necessary to review it earlier. Please see full Governor termly reports from the EYFS leader to find out more about the work within the base.

H. Lloyd
Head of EYFS