

*John Fletcher of Madeley*  
————— *Primary School* —————

# Early Years Foundation Stage (EYFS) Policy



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**Next Review due: May 2022**

## Rationale

At John Fletcher of Madeley Primary School our aim is to embed our Christian values throughout our everyday practice and life of the school. We want children to establish links between their actions and Christian beliefs, with an ultimate goal of all children and adults treating each other with compassion and love in a place where equality, trust and fairness are over-arching all actions and thoughts.

At John Fletcher of Madeley Primary School, we adhere to the four EYFS key themes that shape practice within our Early Years Settings. These overarching principles are central to us creating a Foundation Stage that starts with the child, supports and develops the role of parents, offers a high quality environment and provides children with exciting contexts for their learning. In line with our Christian ethos, we believe in encouraging children to be curious, to play and explore, actively engage in their learning and develop skills of creativity and critical thinking.

- 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**. We aim to develop caring, respectful professional relationships with the children and their families.
- Children learn and develop well in **Enabling Environments**, in which their experiences respond to their individual needs and there is a strong partnership between parents and/or carers.
- Children **Develop and Learn** in different ways and at different rates. We aim to cater for all children by providing an inclusive setting.

## Aims

Using the Statutory Framework for the Early Years (April 2017) as our core document we offer a quality provision that includes;

A safe and secure environment which promotes the welfare of children.

We are focused on providing engaging and challenging learning opportunities in the Foundation Stage that underpins all future learning by providing carefully planned experiences in the three prime and four specific areas of learning. This will allow children to progress towards or beyond the national expectations of Early Learning Goals and enable them to develop competency in the basic key skills of reading, writing and mathematics, helping them to be 'school ready' by the end of the Foundation Stage. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

### The three prime areas:

- **Communication and language**  
Children have opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- **Physical Development**  
Children have opportunities to be active and develop their coordination, control and movement. Children are helped to understand the importance of physical activity and healthy food choices.
- **Personal, Social and Emotional Development**

Children are helped to develop a positive sense of themselves and others to form positive relationships and develop respect for others: to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

#### **The four specific areas:**

- **Mathematics (Number and Shape, Space and Measure)**  
Children have opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes and measures.
- **Expressive Arts and Design**  
Children have opportunities for sharing thoughts, ideas and feelings through art, music, dance, role play and design and technology.
- **Literacy (Reading and Writing)**  
We encourage children to link sounds to letters and begin to read and write simple sentences. Children have access to a wide range of reading material.
- **Understanding the World**  
Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people and communities, places, technology and the environment.

#### **We meet the needs of the children through:**

- **Quality and consistency** in our inclusive environment aims to ensure that all children make good progress.
- **A secure foundation** through high quality learning and development opportunities, which are planned around the needs and interests of each individual child. Children are assessed and reviewed regularly in preparation for next steps learning.
- **Working in partnership** to make an effective partnership between practitioners and parent/carers. We recognise children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.
- **Equality of opportunity** ensures that every child is included and supported.

#### **Reception**

The school can accommodate two Reception classes with up to 30 children each.

Admission to school for Reception children is through the Local Authority. Parents/carers can access the relevant paperwork by Telford & Wrekin online with a closing date for applications. This is usually in the Autumn Term before the child is due to start the following September.

#### **Introduction**

Entry into Reception is at the beginning of the school year in which the child is five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

Transition can be a challenging time for children as they move from the security of one setting, be it home or another nursery, to another. At John Fletcher of Madeley, we aim to make this as smooth

as possible through visiting individual children in their current setting and sharing of information by parents and other professionals. We also offer taster sessions in our setting where parents and children are able to familiarise themselves with the environment and key members of staff. We believe this helps children to settle more quickly and feel confident in their new surroundings.

Children joining John Fletcher of Madeley have already learnt a great deal. Some have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- Identification of, and building on what our children already know and can do;
- Ensuring 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;
- Collaborative learning is valued and celebrated to embed respect and resilience.

### **The EYFS Curriculum**

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Statutory Framework for the Early Years (April 2017). The learning experiences will enable children to develop competency and skill across the 7 areas of learning.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. We have a curriculum map which enables learning to be taught through exciting contexts. Specific outcomes are targeted each term linked to the age and stage of the children which inform the medium-term planning for each term. This helps to keep the children on track to achieve the Early Learning Goals by the end of Reception.

In the first term the Reception day runs very similar to a nursery setting day except that they have a full day in school. They begin to formalise their learning, particularly in literacy and mathematics. Over the three terms they will have reduced child-led opportunities in order to prepare them for entry to Y1.

### **Teaching and Learning**

In Reception Daily teaching will include:

- Registration and daily routines
- Morning activities
- Phonics
- Guided Reading
- Literacy and Mathematics
- Topic based activities linked to the EYFS curriculum
- PE
- Circle Time, Music or Story

### **Reception Curriculum**

During the transition period at the beginning of the school year, children will experience a mostly child-initiated curriculum, provided through a stimulating and working environment. This moves to more formal teaching mornings where children are taught in small groups with child-initiated afternoons. Children participate in whole class, small group and individual activities, with increasing times as the year progresses to accommodate children's needs and stretch their learning.

We endeavour to develop each child's understanding of Literacy and Mathematics through daily phonic lessons, a morning literacy activity, and an afternoon maths activity.

### **Active Learning through Play**

Play is an important part of the EYFS curriculum. Children have the opportunity to play both indoors and outdoors where they have access to an outdoor area (The Outdoor Classroom). Play is supported and extended by the experienced staff within the Foundation Stage unit to encourage all children reach their full potential.

Children are encouraged to learn through play. This enables them to explore and develop learning experiences that help them make sense of the world. They practice and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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 situations.

- Regular planning by the teaching staff linked to the developmentally based curriculum model and careful child observations
- Developmentally sequenced goals and materials based on the Early Years Outcomes

In Foundation Stage we strive to develop in children a broad range of skills linked to the Characteristics of Effective Learning identified in the Statutory Framework for the Early Years (April 2017) which promote and encourage:

- **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.

We encourage children to initiate learning by providing them with materials, equipment and time to pursue activities they choose while simultaneously guiding them toward sequenced learning goals and encouraging children to adapt an active problem-solving approach to learning.

Teachers support children's active learning by resourcing learning, making plans and reviewing activities with children, interacting with and carefully observing individual children and leading small and large group learning activities.

During their time in Reception we offer additional experiences that enhance learning opportunities, such as outdoor learning but there may also be visits to different places in the local or wider community.

### ***Outdoor Learning***

Children participate in outdoor learning sessions. These form an important part of the children's learning experiences in their school week. They link to the curriculum through an outdoor context. We know that outdoor learning sessions help to raise self-esteem, develop confidence, independence and language and communication skills.

### **Assessment**

The EYFS Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise pupil progress towards the Early Learning Goals. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of formal observation highlighting an A3 grid throughout the year when we have gathered enough evidence for each statement.

On entry to the Reception class the teacher assesses the ability of each child, taking into account information from other settings and parents. 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. We share the information contained in the Foundation Profile at our parent consultation meetings.

In Reception the teacher and TA's also keep a Learning Journey for each individual child but as the children progress they also have a Writing book and a Mathematics Book.

Children's progress is carefully tracked and monitored. Data is submitted each term and different groups are analysed to identify any gaps in learning and to target interventions accordingly. At the end of the final term in Reception we have to submit EYFS Profile data to the LA and DfE. The child's next teacher will use this information to make plans for the year ahead. We share this information at parent consultation meetings and in the end of year reports.

At the end of Reception 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. We complete these in June, and send them to parents in July each year.

### **Monitoring**

Provision and practice in the Foundation Stage is monitored in accordance with the Whole School Monitoring Cycle.

Literacy, Maths and Phonics lessons are observed in Reception.

Child initiated sessions are observed and judged using the ECER's format to monitor practice and provision.

Book Scrutiny of Learning Journey's, Writing Journals and Mathematics are undertaken.

In school, inter-school and external moderation takes place to ensure consistency of practice.

The Early Years Governor plays an active role in monitoring Early Years provision.

CPD for all Early Years staff is identified as part of the School Development Plan.

### **Inclusion at the Foundation Stage**

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

Within Foundation Stage, children are set realistic and challenging targets, matched to their needs, so that most are achieving the expected level of development within the Early Learning Goals, by the end of the key stage. Some children progress beyond this point. We help them do this by planning 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.

We meet the needs of our children through:

- Early identification of vulnerable children, initial assessments and then Phase Leader and SENDCo meet regularly to review any concerns particularly in the prime areas of development.
- Planning opportunities that build on and extend the children's knowledge, experience and interest, and develop their self-esteem and confidence;
- Using a variety of teaching strategies that are based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress, and providing appropriate interventions (e.g. working with support agencies and/or individual programmes and strategies e.g. ELKLAN activities, phonic boosters, Mac pack) as necessary.

### **Partnership with parents/carers**

We believe that parents/carers 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 their children. The partnership between teachers and parents helps our children feel secure at school, and to develop a sense of well-being and achievement.

We develop this partnership by:

- Inviting all parents to an induction meeting during the term before their child starts Reception and inviting children to a transition day where they can also stay for lunch
- Offering parents daily opportunities to talk about their child's progress in reception;
- Identifying through observations, children's progress and future learning needs, offering parents weekly opportunities to view and comment on their learning
- Encouraging parents to talk to the child's teacher or key person if there are any concerns;
- Having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- Encouraging parents to stay if there are problems with the child's transition;
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents; including homework
- Providing various activities that involve parents/carers i.e. regular communication through School newsletters, and inviting parents to Parents assemblies and Bookworms reading sessions every Thursday afternoon, in order to discuss the kind of work that the children are undertaking.

We believe attendance in Reception matters. Children respond well to routines and regular attendance helps them to consistently build on their learning, develop good social skills and prepare them for when they start school full time. We work to monitor attendance regularly. Parents of children whose attendance is falling are contacted by the School Attendance Manager to identify reasons for absence and offer support if there are difficulties in getting children to school regularly.

### **Enabling Environments**

We provide the children with an enabling environment. An environment that is attractive and stimulating where children feel confident, secure and challenged.

### **Learning Environment**

We recognise the importance of a learning environment both indoors and outdoors which the children have daily access to, that encourages a positive attitude to learning. There are areas where the children can be active, as well as reflect. The environment is set up in learning areas, where children are able to find and locate equipment and resources through carefully organised resourcing systems.

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.

### **Safeguarding and Welfare**

Our setting aims to provide an environment in which children, parents and staff are safe. We aim to educate children on boundaries and rules and understand why they exist.

**Fire drills** are practised regularly as part of the whole school procedure.

**Toileting and hygiene:** we aim to promote independent toileting and hygiene. While we appreciate that for some children toilet training can be a developmental delay every effort is made to work with parents to enable children to manage this independently.

**Technology:** Mobile phones, online safety, social networking

- Mobile phones should not be used by anyone unless within an office area. Signs are in place around the setting to advise parents of this. Anyone using a phone should be challenged by a member of staff.
- All staff and managers must ensure that their mobile phones, personal cameras and recording devices are left inside their bag in a locked cabinet during working hours. Mobile phones should only be used in an office or staffroom where children are not present.
- If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the managers and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting.
- Staff should not give out personal mobile numbers to pupils or parents/carers.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Phase Leader or Headteacher.
- Children will only be photographed or filmed on video for the purpose of recording their development or participation in events organised by Early Years staff.
- Only the designated school devices are to be used to take any photo within the setting or on outings. Where parents are taking part in an educational visit or event, requests should be made that they only photograph their own children and that they do not share this on social media sites.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress.
- All staff are responsible for the location of the cameras and I-pads.
- Images may only be uploaded to a secure website e.g. school and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook. Parental Permission must have been obtained before using any photographs or videos. Parents are asked to complete these forms as part of the school admission paperwork.
- Devices **should not** be taken into toilets, however on occasion it may be relevant to photograph children washing their hands. In these circumstances the Phase Leader must be asked first and staff should be supervised whilst carrying out this activity. At all times the device must be placed in a prominent place where it can be seen.

- It is the responsibility of all members of staff to be vigilant and report any concerns to the Phase Leader and a DSL.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.
- The school operates a Social Networking Policy to protect staff and children from inappropriate use of such sites.
- Children are encouraged to use computers safely in line with the schools 'E-Awareness Policy'.

### **Role of Phase Leader.**

In line with the School Development Plan the Phase Leaders role is to:

- Develop a timeline for events in Foundation Stage
- Monitor provision and practice
- Support staff training
- Track children's attainment and progress
- Liaise with other agencies
- Make arrangements for transition
- Develop communication links with parents
- Keep up to date with new legislation
- Network with other settings

### **Monitoring and Review**

To be reviewed when practice and guidance changes.