

Meltham CE (C) School



Early Years Foundation Stage Policy

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| Approved by: | Chair of Governors: Mr P White | | |
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1.0 Aims

The aim of this policy is to provide a high quality consistent approach to EYFS Teaching and Learning.

2.0 Roles and Responsibilities

- **The Governing Body**

Governors have overall responsibility for the quality of provision and regular reports are made to governors on the progress of EYFS provision.

- **Senior Leadership Team**

The Senior Leadership team has responsibility to ensure that the EYFS policy is implemented and monitors the impact of this on the quality of learning through work scrutiny, lesson observation and discussion with pupils.

The SLT also reviews the teaching in EYFS in light of new developments and initiatives and deploys staff to ensure that the quality of provision is secure.

- **Phase Leader**

The Phase Leader is responsible for improving the standards of teaching and learning in EYFS to impact on pupil progress by means of:-

- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Support in the purchasing and organising of resources.
- Keeping up to date with recent EYFS developments.

- **Class Teacher**

The class teacher is responsible for

- Implementing the EYFS curriculum according to the policy document
- Ensuring high standards of teaching and learning within the classroom.
- Assessing pupil learning and setting appropriate targets for ensuring progression in EYFS.
- Ensuring the EYFS curriculum is accessible to all pupils through differentiated activities and appropriate support.

- **Parents or Carers**

The role of the parent or carer is to support the school in helping their child to access the EYFS curriculum and to offer support for their child's learning at home.

3.0 Policy

3.1. Early Years Provision

The aims of our approach to Early Years provision are:

- To provide a structured, caring, secure and well-resourced learning environment where children are happy and confident, promoting physical, intellectual, social, personal and emotional well-being.
- To have consistently high expectations and promote positive, kind and appropriate behaviours.
- To create a stimulating and safe learning environment in which all our children can achieve their best both indoors and outdoors across all areas of the curriculum.
- To facilitate an environment where children are happy, confident and motivated learners where they can further develop the skills necessary for successful future learning.
- To promote independence and individuality, whilst fostering respect and tolerance for others.
- To teach, observe, assess and reflect each child's development throughout their Early Years journey.
- To promote positive partnerships with parents and carers so they are valued, informed and involved with their child's learning.

3.2. Our Principles

- The four overarching principles that shape our Early Years setting are:
 - A unique child
 - Positive relationships
 - Enabling environments
 - Learning and development

- Every child is a unique child – we promote independence and individuality and use child-led learning to help create resilient, capable and confident learners.
- Positive relationships with both adults and children help promote personal, social and emotional well-being.
- An enabling environment, with support from staff, helps promote a love of learning and develops curious and independent learners.
- Learning and development – all children learn at different rates including those with special education needs and disabilities (SEND). It is important to facilitate the needs of all learners.

3.3. Statutory Requirements

Statutory requirements for the teaching and learning in EYFS are laid out in the Early Years Foundation Stage Framework (2014) – updated September 2021.

3.4. Our Curriculum

The Early Years Foundation Stage is a comprehensive statutory framework that sets the expectations for the learning and development of children from birth to 5. The document is not a curriculum in itself, but it provides a set of outcomes. It is up to the staff to create an engaging, broad, balanced and exciting curriculum to ensure each child is engaged in their learning. In our setting, EYFS is the first year of school up until Year 1, where National Curriculum subjects begin. At Meltham CE School, Christian Values are at the forefront and underpin all teaching, learning and personal, social and emotional development. The Christian Values are integrated into our EYFS curriculum consistently.

Within the EYFS curriculum, there are 7 areas of learning which are sub-divided into 3 prime areas and 4 specific areas.

The prime areas are:

| Prime Areas and their sub-divides | |
|--|--|
| <u>Communication and Language</u> | Listening, attention and understanding Speaking |
| <u>Personal, Social & Emotional Development</u> | Self-regulation Managing self Building relationships |
| <u>Physical Development</u> | Gross motor skills Fine motor skills |

The prime areas are fundamental throughout EYFS and are foundations upon which the specific areas are built.

The specific areas are:

| Specific areas and their sub-divide statements | |
|--|--|
| <u>Mathematics</u> | Number Numerical patterns |
| <u>Literacy</u> | Comprehension Word reading Writing |
| <u>Understanding the World</u> | Past and present People, Culture and Communities The Natural World |
| <u>Expressive Arts and Design</u> | Creating with materials Being imaginative and expressive |

These specific areas include essential skills and knowledge for children to grow throughout school and society. All these seven areas are interlinked and cannot be taught in isolation. These form the basis for our topics which provide cross-curricular learning and encourage the children to draw upon skill, knowledge and links from all areas of their learning.

Together, the statements from all the 7 areas of learning make up the Early Learning Goals (ELG); at the end of the year teachers assess each child against these statements to determine whether that child has a good level of development (GLD).

Alongside teaching through the seven areas of learning, staff must also be aware and engage with the way children learn. We focus on the Characteristics of Effective Learning (CoEL) to ensure we are aware of how our children learn:

- **Playing and Exploring** – children will be provided with opportunities to experience and investigate learning and will be encouraged to ‘have a go’.
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, making links between ideas, and develop strategies for doing things.

The 7 areas of learning and the characteristics of effective learning are the foundations for building our engaging, broad and interest-provoking curriculum.

3.5. Planning

The curriculum is carefully planned to cater for the needs and interests of the children. We use a cycle of topics which spark interest and curiosity for the children. Our topics are flexible to ensure we follow the interests of the children, along with following school, local and national themes. We have a comprehensive long term plan which is located on our website and alongside this, we use our termly medium terms plans. Teachers plan in more detail, weekly plans covering all areas of learning. Provision is discussed and changed appropriately according to each topic. We plan an adult-led focus activity each week for writing, maths and handwriting and the provision is set up for learning through play.

3.6. Organisation

The school has two Foundation Stage (Reception) classes each admitting up to 30 children per class. Each class is taught by a class teacher and a full time teaching assistant. The teachers, along with the support of their designated teaching assistant, are responsible for the teaching, learning and assessment of the pupils in their own class. However, the two classrooms operate as one free-flow unit for most of the day.

The unit, comprising the two classrooms and an extensive shared outdoor area, includes defined areas with labelled resources that ensure experiences and activities are provided for in the seven Prime and Specific Areas of Learning. Children are able to access the outdoor area for a significant part of the day and in all weathers.

3.7. Teaching Approaches

Children participate in whole class, small group and individual teaching sessions and activities with the teacher or teaching assistant either inside or outside the classroom. They usually share daily phonics, reading, writing, and maths sessions. Children are provided with carefully planned, continuous provision where they are encouraged to self-select, explore and develop their learning to help them make sense of the world. They are given opportunities through their play to think creatively and critically about their learning and that of others. They are encouraged to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Adults (teachers, teaching assistants, volunteers) take an active role in child-initiated play through observing, modelling, facilitating and extending their experiences.

3.8. Assessment

On entry to Meltham CE, the children will be assessed within the first few weeks. We use the Reception Baseline Assessment (RBA) to carry out our baseline assessment of each child in addition to our own baseline assessments. Children are continually assessed by class teachers through planned activities and provision, observations, photographs and information drawn from discussions with teaching assistants and parents. We document the learning of each child in their school books, our class floor books and via Twitter where we use hashtags to identify the area of learning. We also hashtag our school drivers which underpin our ethos here at Meltham CE. We aim to promote independence, confidence and taking our learning outside the classroom into the community.

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|--|-------------------------|
| Communication and Language | #melthamCL |
| PSED | #melthamPSED |
| Physical Development | #melthamPD |
| Mathematics | #melthamfsmaths |
| Literacy | #melthamlit |
| Understanding the World | #melthamUoW |
| Expressive Arts and Design | #melthamEAD |
| #melthamstandout #melthambreakout | #melthamshoutout |

At the end of Foundation Stage, teachers must assess the children against the 17 statements from the 7 areas of learning. Each child is assessed and given an emerging

or expected level of attainment using the Early Learning Goals (ELG). Parents receive two parents meetings a year and a formal written report at the end of the year.

3.9. Partnership with parents and carers

Parents and carers are a child's most enduring educators. Positive parental links with school are vital to promote an effective impact on a child's development and learning. We start fostering positive links with parents even before a child starts at our school. We provide:

- An induction meeting informing parents and carers with vital information about their child's start to school life including information such as class teacher.
- An invitation for parents and carers to come to our Teddy Bear's Picnic with their child.
- An invitation to experience a school lunch with their child before starting school in September.

During the academic year, we maintain positive links with parents and carers by:

- Holding a parent/carer consultation on the week of their child starting school.
- Operating an open door policy where parents/carers can approach class teachers at the end of the day about any queries or concerns.
- Establishing weekly contact with parents/carers via our 'Headlines' information page.
- Sending termly newsletters informing about curriculum topics, PE dates and other extra-curricular activities.
- Inviting parents/carers to a curriculum evening in the autumn term to talk about reading and the EYFS curriculum.
- Encouraging parents/carers to attend events such as Sports day, our EYFS nativity, class assemblies etc.
- Inviting parents/carers to our 'Stay and Play' sessions, to experience our EYFS classroom.
- Using our twitter feed – we consider Twitter a 'window into the classroom' and this gives the opportunity for parents/carers to see what we are up to in our classrooms each week.

3.10. Transition to Year 1

Foundation Stage and Year 1 staff work hard to ensure the smoothest transition for our children to continue their journey through school. We encourage increasing independence and a sense of self responsibility throughout EYFS. The children join in with phase and whole school assemblies from Autumn term 2. The end of year assessments are shared and discussed with Year 1 teachers to ensure the teaching staff are aware of the needs of all learners. The children participate in three transition sessions before summer to ensure they are familiar with their new class teacher and teaching assistant in good time for September. The Year 1 classrooms also contain recognisable Foundation Stage-style learning environments to ensure there are familiar aspects of learning for the children.

4.0 Appendices