

Meltham CE (C) School



Early Years Foundation Stage Policy

Policy Date:	2020	Version:	1.1
Policy Author:	G.Turner		
Approved by:	Chair of Governors: Mr P White		
Review Date:	2023		

1.0 Aims

The aim of this policy is to provide a high quality consistent approach to teaching and learning in the Foundation Stage classes.

2.0 Roles and Responsibilities

2.1 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.

2.2 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.

2.3 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.

2.4 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.

2.5 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 Statutory Requirements

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

3.2 The Curriculum

The EYFS principles, which guide our work, are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The four principles enable teaching and learning to reflect the children's rich and personalised experiences.

3.2.1 Learning and Development

Learning and Development is divided into Prime and Specific Areas of Learning.

These two are further subdivided into 17 aspects of learning.

The Prime areas are subdivided into:

- PSE
 1. Making Relationships
 2. Self-confidence and self-awareness
 3. Managing feelings and behaviour
- Physical Development
 4. Moving and handling
 5. Health and self-care
- Communication and Language
 6. Understanding
 7. Listening and attention
 8. Speaking

The Specific areas are subdivided into:

- Literacy
 - 9. Reading;
 - 10. Writing
- Mathematics
 - 11. Numbers
 - 12. Shape, Space and Measures
- Understanding the World
 - 13. People and Communities
 - 14. The World;
 - 15. Technology
- Expressive Arts and Design
 - 16. Exploring and using media and materials
 - 17. Being Imaginative

Prime areas are fundamental, work together, and move through to support development in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The ways in which the children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the children to become effective and motivated learners. Characteristics of Effective Learning (CEL) move through all areas of learning and are:

- playing and exploring
- active learning
- creating and thinking critically

The Prime and Specific areas, together with the Characteristics of Effective Learning are equally important and depend on each other. All areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

3.2.2 A Unique Child

3.2.3 Positive Relationships

3.2.4 Enabling Environments

3.3 Planning

The curriculum is planned based upon continual assessments of the children's differing needs and experiences. Short term plans are devised by the class teachers using the EYFS framework and areas of focus are determined by the children's current interests and needs.

The short term planning is recorded on weekly plans consisting of 4 key documents:

1. Continuous provision map
2. Outside provision map.

Both these documents clarify the objective, activity, resources and key questions to be asked.

3. Focus tasks – Planning for adult led tasks in phonics, writing, handwriting, reading and maths, clarifying objective, activity, resources and questions.
4. Staff timetable – Including when and where staff are working in Continuous Provision and on Directed Tasks.

Planning encompasses a range of child-initiated, adult-initiated and adult-led tasks both indoors and outdoors. Ongoing observational assessments are used to inform planning for each child's continuing development through play-based activities.

3.4 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.

3.5 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, then 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.

3.6 Assessment

On entry into Reception class, the EYFS staff assess each child using the School's Baseline assessment. Teacher judgements are made by the end of the first half term in all areas of the EYFS curriculum and used to track progress throughout the year

Children are then continually assessed by class teachers, through planned and spontaneous observations, photographs, videos and information drawn from discussions with teaching assistants and parents. These are recorded using a '2Simple' assessment tool on iPads. The assessment tool is used to create an electronic 'Learning

Journey' for each child. Regularly, the information collected via the '2Simple' assessment tool is used by the class teachers to assess children's attainment against the EYFS Development Matters statements. Twice a year, at parent evenings, teachers share progress in the Early Learning Goals (ELG's) with parents. All information is also shared with the Year 1 class teachers at the end of the Foundation year.

At the end of the summer term, the class teachers assess whether the children have reached an emerging, expected or exceeding level of attainment against the ELG's. Children are also assessed against the characteristics of effective learning. This information is shared formally with parents.

3.7 Partnership with parents and carers

The school has developed a number of strategies in order to foster strong relationships between the EYFS staff and parents/carers of EYFS children:

Before the children start school:

- Talking to parents/carers at induction meetings
- Arranging, where possible, visits by the teacher to all children in their child care setting
- Inviting parents/carers and children the opportunity to spend time in Foundation Stage class for an induction visit
- Inviting parents/carers and their child to eat a school lunch in the school dining hall.

Early in the EYFS academic year:

- Holding a parent consultation session to establish how a child is settling into school.
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- During the EYFS year:
- Operating an open door policy for parents/carers with any queries or concerns.
- Ensuring that if FS staff have concerns about a child they immediately approach parents and carers to discuss them.
- Inviting parents to attend meetings relating to areas of the curriculum. (eg reading)
- Written (or email) contact through Headlines and termly newsletters.
- Holding a second parent consultation meeting where the child's progress is discussed.
- Sending home a written report of their child's attainment and progress at the end of their time in Foundation Stage.
- Inviting parents/carers to attend various events throughout the year including assemblies, Christmas production, Sports day.
- Offering at least termly, a 'stay and play' session for parents/grandparents.
- Daily Twitter feed to provide parents with a 'window to the classroom'.

3.7 Reception to Year 1 Transition

FS and Year 1 teachers and ETA's work together to ensure a smooth transition from Early Year Foundation Stage to year 1:

- Increasing independence and responsibility for self is encouraged throughout the EYFS
- FS children join in with phase and whole school assemblies, and singing, as early as possible
- End of year assessments against Early Learning Goals and characteristics of effective learning are shared and discussed with year 1 staff.
- FS children visit their new classes on at least two occasions during July.
- Year 1 teachers visit FS classrooms.
- Year 1 classrooms include learning areas similar to those in Foundation Stage.

4.0 Appendices

4.1 Phonics