



## Early Years Foundation Stage Policy

Date of review: Spring 2023	Date of next review: Spring 2025
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### Early Years Foundation Stage Introduction

The term 'Early Years Foundation Stage' (EYFS) applies to children from birth to the end of their Reception year at school. In this policy, it is used to describe the children who are in our Early Years (Nursery and Reception) classes.

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

In the EYFS at Furzeham we want to allow children to be open-minded, independent, respectful, resilient, active, creative and forward-thinking so that they feel prepared and excited for the next part of their learning journey. We believe that through purposeful and bespoke planning, all children will be given the opportunity to thrive and succeed at every stage of their development through a range of activities and challenges.

### Aims and Objectives

At Furzeham we aim:

- To provide a safe, secure and well-resourced learning environment which supports children to be successful learners and happy, confident individuals.
- To ensure that children access a broad and balanced foundation curriculum that lays the foundations to develop a range of knowledge and skills needed for effective learning, good progress through our school and into later life.
- For quality and consistency in teaching and learning where encouragement and challenge helps ensure every child in our school makes good progress and none of our children are left behind.
- To develop a close working relationship between school and parents which allows for an awareness of how their child is achieving and where if needed they can help support from home.
- To ensure every child at our school is included and supported through equality of opportunity and anti-discriminatory practice where confidence and resilience is nurtured.
- To allow for a smooth transition from the Foundation Stage to Key Stage 1 so that our children are Year 1 ready.

### Structure of the EYFS in our school

The current Foundation stage consists of three classes including one Reception class, a Reception/Year 1 class and a Nursery class. Each class has a teacher and assigned teaching assistant to help support the learning process, ensuring ratios are met and provide each child with the best start to their education.

### Roles and Responsibilities

#### **Foundation Stage Leader:**

- Monitor the quality and the appropriateness of provision.
- Communicate with the Senior Leadership Team and SENDco on aspects of the Early Years provision.
- Ensure that Early Years' considerations are addressed in school policies.
- Ensure resources are appropriately allocated and updated in line with the Curriculum and Early Years Budget.

- Be accountable for standards of education across the phase
- Ensure all staff are aware of the Foundation Stage policy and induction procedures.
- Liaise with relevant outside agencies and parents
- Manage pupil behaviour and expectations in line with the schools behaviour policy
- Attend relevant courses for early years.
- Identify staff training needs.
- Monitor planning and practice within the Foundation team.
- Manage issues arising in Foundation including the admissions procedure.
- Plan and provide an appropriate curriculum for all children in Foundation with consideration to equal opportunities.
- Liaise with Early Years staff to ensure consistency of approach and high expectations for all.
- Quality assure assessment through internal moderation and external moderation where possible.

#### **Foundation Stage teachers:**

- Plan and provide an appropriate curriculum.
- Work with the SEND Lead in the early identification of children with special needs.
- Complete accurate records and reports for each child.
- Establish and maintain a positive relationship with parents and carers.
- Communicate with parents on children's progress through regular discussion, including parent consultations.
- Monitor and record progress of children with special educational and welfare needs and document appropriately.

#### **Foundation Stage Teaching Assistants:**

- Work in close co-operation with and under the supervision of teachers to provide and maintain an environment where all children are secure and learning is paramount.
- Have full involvement in, and initiate where appropriate, a range of activities and play situations.
- Engage in planning, observations and assessment.
- Liaise with other staff and professionals for children with special needs.

#### **Head Teacher and Deputy Head teacher:**

- Ensure that Early Years priorities are included in the School Development Plan.
- Disseminate appropriate Local Authority and National documentation to the Foundation Stage Leader.
- Overall supervision of the admission procedures.
- Liaise with Head teacher and governors to ensure sufficient funding is available to support the maintenance and development of resources.

#### **Curriculum**

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

In the Foundation Stage we follow the four guiding principles to promote;

- A Unique Child
- Positive Relationships
- Enabling environments
- Learning and development

At Furzeham we recognise that each child has different needs, interests, knowledge and learning styles and therefore plan learning opportunities which allow us to meet these needs. Positive relationships are at the key to all areas of the curriculum in Early Years, ensuring children feel safe and secure to experiment and take risks in all areas. Children's social and emotional skills are at the forefront of planning, allowing opportunities to work with peers as well as follow the Jigsaw program which promotes Personal, Social and Emotional Development. Learning opportunities are provided through both adult and child-initiated tasks within the indoor and outdoor classroom environments which ensures challenge, enquiry and support to help development in all areas. Through continual monitoring by all staff, children's needs and skills are assessed and next steps formulated to ensure continual progress or targeted interventions to support specific needs.

### Planning and Teaching

At Furzeham, Cornerstones Maestro is used as a platform to base all Early Years planning around. This involves a titled topic which encompasses the 17 areas of development and considers how skills and knowledge can be progressed in each area through activities, tasks and challenges which link to the overarching topic. A key reading text is the driving force behind many topics which allows children to enquire and imagine that they are part of the text to facilitate their learning and play. Opportunities are considered across the year for parents to share their children's learning through 'Class Showcases'. Planning consists of teaching including discrete lessons, adult-led activities as well as enhanced provision where children can develop their learning through child-initiated play. Teachers always plan for a range of learning opportunities for children to develop skills related to all areas of learning and development in the inside and outside learning environments.

Staff across the Early Years plan together activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners 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.

Curriculum planning should be related to:

- the child's stage of development
- individual needs
- the stages for development for the Foundation Stage
- assessment and progression

Planning takes into account all of the seven areas of learning with the intention of providing balance breadth and progression and a coverage sheet is completed to ensure this happens. Planning will be informed by on-going assessment through observation and will be adapted and delivered according to the needs of individuals and groups of children.

Long term planning uses Cornerstones as a basis. The planning shows coverage across the curriculum and is linked to a range of different topics. This planning is sequential and progressive through Nursery and Reception and builds on prior skills and knowledge. From the long-term planning, medium term planning (termly) is used

to show the coverage under each area of learning in more detail linked specifically to individual subjects. This is then broken down into short term planning which is produced weekly. Daily plans are shared with all teaching staff, evaluated and adapted as necessary. Clear learning intentions will be evident in discrete lessons, supporting activities and daily organisation. It identifies in more detail the adaptations and assessment and opportunities for observation. This then feeds back into future planning needs.

#### **Phonics:**

At Furzeham Primary, we follow the principles and practices of Read Write Inc. (RWI) from Term 5 of Nursery through Reception. In Nursery, Letters and Sounds phonics (Phases 1-7) develop children's awareness of sound before moving on to RWI. All Early Years children are taught a discrete phonics session daily which are adapted to children's needs to aid progression. Phonic skills are also embedded in writing and reading tasks through further Literacy sessions. We aim for most children to be confident in applying the skills of blending and segmenting by the end of Early Years and have awareness of all Set 1 sounds as well as some Set 2 sounds.

#### **Reading:**

In EYFS, children are taught early reading skills through daily phonics lessons, key word reading for tricky words and daily reading sessions as a class, group or individually. Once children progress on to the phonic reading scheme having mastered the first 8 sounds, they are encouraged to read daily at home where they follow a 5-day reading structure promoting all reading skills – decoding, blending, fluency, intonation and comprehension. All teaching staff seek opportunities to read with children on an individual basis regularly, in order to assess each child's progress and benchmark children when appropriate to provide further challenge.

#### **Maths:**

At Furzeham Primary, we follow aspects of the White Rose Scheme to support our planning and teaching of mathematics. Daily maths lessons are delivered each day, where adults model mathematical language and concepts with the children and learning is scaffolded to allow children to apply new learning of the concept. Adult-led activities are then worked with throughout the week to further embed the concept and assess children's understanding and grasp as well as maths challenges and activities linked to their own interests within the continuous provision which children can access regularly.

#### The Learning Environment

We aim to create a welcoming, well-organised learning environment which provides children with opportunities for discovery across the curriculum. Resources are located in designated areas and are easily accessed by the children. Pupils are encouraged to handle equipment carefully and to help with tidying up. We aim to encourage independence and develop a sense of responsibility in the children.

Areas are designated within the classrooms and outdoors. These include the following:

- Writing area containing various writing resources.
- Book area containing a range of fiction, non-fiction, poetry and the class text for the week.
- Maths resource area which allows children to select appropriate items to help them solve practical problems.
- Creative area containing resources for a range of art, design and technology activities.
- Construction areas containing resources for developing fine and gross motor skills, social interaction and problem solving.
- 'Small world area' which allows children to extend fine motor skills, engage in imaginative play and develop language.
- Tactile/sensory area including sand and water play, where children can engage in practical investigations.
- Role play areas which can be developed along themed lines to cover several aspects of learning in "real life" scenarios.

#### Risk Assessments

All activities within the early years provision will be risk assessed where applicable.

#### Assessment

At Furzeham Primary School, on-going assessment is an integral part of the learning and development processes. Staff work with and observe pupils to identify their level of achievement, interests and learning styles using 'Birth to 5 Matters' to support with these judgements and consider the stage that each child is currently at. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

The observation and assessment of children's learning helps to:

- inform planning
- ensure obstacles to learning are identified and responded to
- provide an all-round picture of the child's development
- provide information which can be used to evaluate the quality of curriculum provision

Evidence of children's progress and achievement is collected through:

- observations, both formal and informal
- questioning and interaction
- samples of work, including photographs
- talking to parent/carers and colleagues

### **Baseline**

When children start their journey at Furzeham Primary, teachers make assessments of children's abilities in relation to the different areas of learning and development. These assessments identify children's prior learning and knowledge and allow teachers to plan learning which provides appropriate support and challenge. At the beginning of their Reception year, children undertake a national Early Years Baseline Assessment to capture the beginning of their formal learning journey.

### **End of EYFS**

Throughout the Summer term, staff begin to make summative assessments and judgements of each child's achievements in relation to the Early Learning Goals within the EYFS profile. Before submitting these assessments, external and internal moderation is undertaken to ensure accuracy and consistency across the two Reception classes alongside the Key Stage One Phase Lead, Writing Lead and DHT. Children are assessed as having:

- Met the expected levels of development (Good Level of Development – GLD)
- Not yet reached the expected levels (emerging)

The profile reflects on-going observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers in an end of year annual pupil report.

### Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through the use of the 'Tapestry' platform, class showcases and formal and informal meetings. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Opportunities for parents to come into class and discuss their child's learning are available at any time and also through planned workshops and sharing afternoons.

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.

### Transition

#### **Home Visits**

We believe that it is important to forge a partnership between home and school right from the start. Providing they are happy to do this, children and their families are visited in their own homes prior to starting their Foundation Stage Education. We feel that this practice helps us to develop home-school links in the following ways:

- Opens lines of communication between home and school
- Allows time for parents who may find it difficult to come into school.
- Allows parents to discuss concerns or anxieties in private, including specific health or dietary needs.
- Allows staff to meet children in the security of their own home environment and begin to establish relationships.
- Allows staff to observe children behaving in a relaxed atmosphere.
- Offers opportunities to explain about the assessment and record keeping system and the “key worker” approach.

The home visits take place prior to admission. Families are asked to complete a form detailing information relating to, for example: previous learning experiences; skills and achievements; social, emotional and health matters and parents’ skills and interests.

### **Continuity of Experience and Induction to the Reception classes**

All children offered a place in Reception spend more time in the class during the Summer Term in ‘Stay and Play’ sessions where they build up a closer relationship with the Foundation stage staff, the classroom and each other. Children not attending our Nursery are also invited in at this time. Parents and carers of children starting in Reception are invited to an induction evening during the Summer term to receive information about the EYFS curriculum, uniform, school meals and school life. This is an opportunity for parents and carers to meet their child’s teacher, other relevant school staff, see the school environment and ask questions.

The online learning diaries (Tapestry) which have been completed throughout their time in Nursery are discussed with the receiving teacher along with any other information pertinent to the child.

Children are expected to join school in September on a fulltime basis, however we can offer flexible approaches to induction on an individual basis.

### **Transition into Year 1**

At Furzeham Primary, we aim to ensure that children’s transition to the National Curriculum in Year 1 is smooth so that they continue their successful learning journey. During the Summer term, children will engage in PSHE-based circle time activities with a focus on transition and change, aimed at preparing children for their move to their Year 1 class. Meetings are held between Early Years and Year 1 teachers, during which information around children’s attainment, progress, interests and individual needs are shared, to ensure that Year 1 teachers have a full picture of individual children. Towards the end of the Summer term, children will spend time on a transition morning in their new classroom. This is an opportunity for them to become familiar with their new teachers, other children in their class and their new learning environment. Parents are made aware of the expectations of Year 1 with small learning activities which could be completed at home to support this transition.

### **Safeguarding and welfare procedures**

We understand that “children learn best when they are ‘healthy, safe and secure, when their individual needs are met, and when they have positive relationships with adults caring for them” (Statutory Framework for the Early Years Foundation Stage, 2017).

All staff provide clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. We also promote good oral health, as well as good health in general, in the early years by considering the effects of eating too many sweets and highlighting the importance of brushing your teeth. We follow statutory guidance for safety around supervised tooth brushing. We teach children to take managed risks and challenges as they learn and play, supporting them to be active and develop. This ensures they understand themselves and their role as responsible citizens within their communities.

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage;

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children and our statutory requirements.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

#### Equal opportunities and diversity

We are aware of the importance of ensuring that all children receive equality of opportunity at Furzeham School. Please refer to our equal opportunities and diversity policy.

#### Monitoring arrangements

This policy will be reviewed and approved by The Foundation Stage Lead and SLT team every two years.

At every review, the policy will be shared with the AAB governing board.

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

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

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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