

Early Years Foundation Stage Policy



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Early Years Foundation Stage Policy

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth until the end of their Reception year when they are five years old. The EYFS sets the standards for learning and care that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

Within this document, the term EYFS is used to describe children within the Reception class. At Heritage Park Primary School, children join the EYFS in the September after their fourth birthday.

Aims

At Heritage Park Primary School, we believe that all children are entitled to the best possible start to their school life to enable them to develop to their full potential. It is therefore our aim to provide a caring and stimulating environment where every child feels empowered to develop as an independent and confident learner. During the EYFS, many of these aspects of learning will be brought together effectively through purposeful play.

At Heritage Park Primary School, we aim to:

- Provide quality and consistency so that every child makes excellent progress from their wide range of starting points to reach their fullest potential.
- Develop effective partnerships with parents and/or carers.
- Ensure equality of opportunity and anti-discriminatory practice to ensure every child is included and supported.
- Provide a secure foundation for each individual child through careful planning across all areas of learning and development.
- Establish clear assessment arrangements for measuring progress and reviewing what each child has learnt regularly.
- Maintain clear requirements for reporting to parents and/or carers.
- Meet the safeguarding and welfare requirements set out in the statutory framework to keep children safe and promote their welfare, in line with KCSIE (see also Safeguarding and Child Protection policy).
- Support children effectively to work towards and meet the early learning goals.
- Ensure our children are ready for Year 1 so that they are able to benefit fully from the opportunities ahead of them.

Our Approach

At Heritage Park Primary School, the children join the Reception class full time after a short transition period. This allows the children to become familiar with staff, routines and the environment before settling into a full-time start.

Overarching Principles

Four guiding principles shape the practice in our 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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- The importance of **learning and development**. Children develop and learn at different rates.

Positive relationships

At Heritage Park Primary School, we recognise that children learn to be confident and independent through secure relationships which are modelled both at school and home. We aim to develop caring, respectful and professional relationships with the children and their families.

Working with parents and/ or carers

We recognise that parents and carers are the children's first and most enduring educators and we value the contributions that they make.

We aim to work alongside parents and carers to support and develop the children's education through:

- Inviting all parents to an induction evening to discuss the EYFS and the role of both school and home in the early education of each child.
- Signing up each family to Tapestry and asking them to fill out an 'All about me' document to give us key information about each child including past experiences of settings, things that they like and don't like and future aspirations.
- Visiting the children in their Nursery or Pre-school setting prior to them starting school to discuss key information about each child. Where this is not possible, a phone conversation may be arranged between the school and the current setting.
- Giving the children the opportunity to spend time in the Reception classroom before starting school during a 'Move Up' session. Children with specific needs may have additional sessions prior to starting school.
- Offering parents regular opportunities to talk about their child's progress and encouraging parents to share any concerns.
- Holding parents' consultation evenings in the Autumn and Spring terms.
- Welcoming parents to see their child's work and learning environment through Open Classroom events during the year.
- Sending a formal, written report home at the end of the school year which includes a summary of the completed EYFS profile. We will then provide

parents and carers with the opportunity to discuss this with the class teacher if required.

- Arranging a range of activities throughout the year that encourage collaboration between the child, school and the parents and carers through events such as open classrooms, curriculum specific workshops, school performances and sports day.
- Giving the parents and carers the opportunity to contribute to their child's learning journey so that staff can plan activities and enhancements based on the children's interests and achievements.

Tapestry

Tapestry is used to create and share observations of the children's learning and can be used as a communication tool between school and home. Tapestry observations help to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities as well as giving an insight into their day.

We value the observations shared from home of the children's experiences, hobbies and activities and recognise that these equally contribute towards their overall learning.

Permission is obtained from parents upon starting Reception to share group photos of children in line with meeting the GDPR guidance and expectations.

Key person

Each child in the EYFS is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. At Heritage Park Primary School, the EYFS teacher will act as they key person to the children and will be supported by at least one full-time Teaching Assistant.

All staff working in the EYFS will be involved in the children's learning and development and aim to develop good relationships with all children by interacting with them on a daily basis.

Enabling environments

At Heritage Park Primary School, we recognise that the environment plays a key role in supporting and extending the children's development.

The EYFS classroom is organised to allow the children to explore and learn securely and safely. The classroom is set up in learning areas where the children are able to find, locate and use equipment and resources independently.

We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. There are also areas where the children can be active, be quiet and rest.

Assessment

Within the first six weeks of starting at school, all pupils will complete the National Reception Baseline Assessment. This allows school to gain a clear understanding of

pupils' starting points and better track their progress as they move through school. School staff ensure that this assessment is carried out on an individual basis, in a safe, comfortable environment with a familiar adult, to ensure children feel as relaxed as possible. The reports from these assessments are shared with parents.

We aim to quickly identify children who need additional learning support and implement additional teaching through the use of individual or small group interventions.

Throughout the year, the children's progress will be monitored to ascertain whether children have met a good level of development by the end of the year. The end of year outcomes will be shared with parents through the child's annual report.

Curriculum

Areas of learning:

There are seven areas of learning and development that shape our curriculum at Heritage Park Primary School. The three Prime Areas are particularly important for igniting curiosity and building a child's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development (PSED)

The specific areas provide children with a broad and balanced curriculum that provides opportunities to strengthen and apply the prime areas of learning. This is vital in helping children to develop their language, knowledge and skills across a wide range of topics and interests.

The Specific Areas are:

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

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem, confidence and independence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;

- Using resources which reflect diversity and are free from 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 taking action to provide support as necessary.

Planning

At Heritage Park Primary School, we plan a curriculum around core topics that support and extend the seven areas of learning. Our curriculum is flexible and regularly changes and adapts based on the children's interests and ideas.

We endeavour to meet every child's academic and pastoral needs through carefully planned activities that enable children to develop and learn effectively. The characteristics of effective learning move through all areas of learning, which are:

- 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

All areas are planned for and delivered through a balance of adult-led and child-initiated activities. As the year progresses, we begin to include more adult-led activities to help the children to prepare for more formal learning that they will experience in Year 1.

Phonics

At Heritage Park Primary School we follow the Letters and Sounds programme for phonics. Phonics is taught daily in Reception and increases to twice daily in the Spring term. We carefully monitor the progress of each individual child through regular, half-termly assessments.

Phonics teaching begins on the first day of school with Phase 1 being taught whilst the children are part time and Phase 2 beginning once they are full time. Videos are sent home weekly on Tapestry to support the parents and carers and explain the sound each letter makes, proper letter formation and ways to best support at home.

At Heritage Park Primary School we make excellent use of our decodable library. Books are sent home from the second week of Phase 2 and are matched to the sounds and tricky words learnt in class. This ensures that all children can practise their reading and are able to read every word included in the books.

Safeguarding and Welfare

At Heritage Park Primary School, we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for the EYFS.

We do this by:

- Following safe and secure child protection policies and practices.
- Ensuring that safer recruitment procedures are undertaken in accordance with our Safeguarding policy.
- Ensuring all staff are aware of the policies and practices through staff induction systems and training.
- Keeping a single central record for all staff and for visitors who work regularly in school. This includes a DBS, identity qualification and the right to work in the UK checks.
- Having a number of Paediatric first aiders in school.

Inclusive practice

We value the diversity of individuals within the school and do not discriminate against children because of difference. All children at Heritage Park Primary School are treated fairly and equally, regardless of race, religion or ability. All children and their families are also valued and respected.

English as an Additional Language

For children whose home language is not English, we support them to develop their English skills as well as providing opportunities for the children to develop and share their home language.

Assessments will be assessed in English. Where a child does not have a strong grasp of English, practitioners will liaise with parents/carers to establish if there are concerns about language delay.

SEND

Throughout the Reception year, if a child's progress in any area gives cause for concern, the staff will discuss this with the child's parents/carers to agree how to best support the child. Consideration will be given as to whether the child may have a special educational need and/or disability, which requires additional support. We will work with families to help them access relevant services from other agencies, as appropriate.

The class teacher regularly meets with the Special Educational Needs Coordinator (SENCO) to discuss any children requiring additional support to ensure that the best practices are put in place early to ensure excellent progress can be made by all.

Toileting

In line with the Equalities Act 2010, no child is excluded from participating in our school who may, for any reason, not yet be toilet trained. Where an individual has particular needs (e.g. wearing nappies or pull-ups regularly), or has continence difficulties which are more frequent than the odd 'accident', staff will work with parents/carers (and health visitors/school nurse, if appropriate) to agree an intimate care plan, as outlined in our Intimate Care policy. We recognise that we have a "duty

of care” towards children’s personal needs and the wellbeing and dignity of the child will remain paramount at all times during any incident requiring intimate care.

Roles and responsibilities

The class teacher is responsible for the planning and implementation of a curriculum which meets the requirements of the Statutory Framework for the EYFS.

This will include:

- Ensuring the safety and wellbeing of all children in their care.
- Delivering quality teaching and learning and ensuring that learning and care is tailored to meet individual needs.
- Acting as a Key Person for each child and seeking to engage and support parents and carers in guiding their child’s development at home.
- Complying with assessment and reporting arrangements.
- Helping families engage with more specialist support if appropriate.

The Early Years Foundation Stage Leader/Headteacher is responsible for:

- Reporting progress data to the governing body.
- Reporting final end of year judgements to the Local Authority.
- Ensuring that all staff are aware of their responsibilities and receive appropriate supervision and training.
- Attending phase leader meetings and training provided by the Local Authority.

The Governing Body will:

- Support the Headteacher and the Early Years staff to comply with the statutory requirements of the EYFS.
- Promote high standards of care and education for Reception aged children.

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