



---

# Early Years Foundation Stage Policy

**June 2022**

*Version 2.0*

*Approved: 01.06.22*

*Date of ratification: 13.07.22*

*Next review date: Jun 2023*

## 1 Introduction

1.1 The Early Years Foundation Stage applies to children from birth to the end of the Reception year. This policy adheres to the Statutory Framework for EYFS reforms Early Adopter Framework 2020. This is the foundation for children and the rest of their lives and SCPS values the importance of ensuring secure foundations are laid for future development of the children in our care.

## 2 Aims

2.1 In Kites (our EYFS classes), we make provision for children to become increasingly independent learners, in a supportive and stimulating environment, so that each child can reach their full potential, regardless of their starting points.

2.2 As a school we will:

- *Provide a welcoming, friendly, secure, stimulating and challenging environment.*
- *Ensure that all children have equal opportunities to develop to their full potential.*
- *Develop strong home-school links, keeping parents informed about their child's education.*
- *Work with and value parents so that children feel secure and develop a sense of well-being.*
- *Nurture self-esteem and foster independence by enabling decision-making.*
- *Nurture positive attitudes towards learning as a lifelong process.*
- *Provide positive adult role models for the children, encouraging them to learn how to control impulses and understand the need for rules.*
- *Provide an appropriate adult to child ratio for the age of the children;*
- *Continually identify the staff's training needs and develop professionally.*

2.3 The Early Years education we offer is based on the following principles:

- *It acknowledges that play, exploration and talk are the key processes in learning;*
- *It offers skill-based activities which are enhanced through personal interests, to enable children to feel more passionate and motivated about their learning;*
- *It provides a rich and stimulating environment that matches the needs of the child both indoors and outdoors using resources that are well-organised, accessible to children and encourage autonomy;*
- *It recognises that children are active, not receptive, learners and that learning is cross-curricular;*
- *It understands the importance of a full working partnership with parents and carers.*

## 3 The EYFS Curriculum and Planning

3.1 Children from 3 years old to the end of their Reception year form a distinct phase of Early Years education called 'The Early Years Foundation Stage.'

3.2 The EYFS is based upon four principles:

- ***A unique child*** – developing resilient, capable, confident and self-assured individuals.
- ***Positive relationships*** – supporting the children through modeling good social interactions and encouraging them to establish happy, supportive friendships. Developing a strong partnership between staff, parents/carers and the child.
- ***Enabling environments*** – where the physical environment stimulates the child to explore, innovate, experiment and meet new challenges independently.
- ***Learning and developing*** – an acknowledgement that children learn in different ways and at different rates.

3.3 There are seven areas of learning and development that must shape educational provision in Early Years settings.

#### 3.4 **Prime areas**

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- *Personal, Social and Emotional development*
- *Communication and language*
- *Physical development*

#### 3.5 **Specific areas**

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied:

- *Mathematics*
- *Literacy*
- *Understanding the world*
- *Expressive arts and design*

3.6 Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

## 4 **How we organise the curriculum**

4.1 Weekly planning is based on two things:

- *Skills, which pupils need to develop in Foundation Stage in order to be fully equipped for their life in Primary school. ‘Development Matters’ (2021) provides an overview of these skills, as a guidance for planning.*
- *Interests or current events- these enhance provision in order to make learning meaningful and motivate the child.*

4.2 Children have whole class and small group times which increase as they progress through the EYFS. Phonics is delivered using 'Read Write Inc'. Maths is taught by following 'White Rose' and supplemented with resources such as 'Numicon' and 'Ten Town'. Some aspects of the specific areas of learning are also taught through group activities that are adult led. Otherwise, the curriculum is delivered using a play-based approach as outlined by the EYFS Statutory Framework.

*'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.'* (Statutory Framework for the Early Years Foundation Stage Dept for Education 2017)

## 5 Foundation Stage Staffing

5.1 The stage will be staffed according to these guidelines:

- *1 adult to 15 F1 children (Reception age, i.e. 5 yrs of age in the academic year)*
- *1 qualified teacher for each class of up to 30 reception aged children*
- *At least one member of the unit to hold a pediatric first aid qualification*

5.2 The Unit has been assessed by the Early Years Advisor as being suitable for Foundation Stage (F1) pupils.

5.3 Please see the admissions policy for more details on attendance and admissions.

## 6 Teaching

6.1 Our Kites staff are skilled in developing children's thinking to promote their learning, even if this requires adapting pre-planned activities. Stimulating 'adult supported' activities are devised to meet individual needs across all areas of the EYFS curriculum.

6.2 Children receive a balance between self-initiated, independent and adult supported activities that are tailored specifically for their learning. Activities are designed to engage pupils in practical, first-hand experiences that support children as they discover, explore, investigate and develop their personal interests and areas of curiosity. The timetable provides children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding as they make sense of the world around them.

6.3 Adults use questioning to promote children's thinking skills through topics inspired by the children's interests. Adults observe and assess development and learning in order to influence planning and build upon the children's developing skill set. Next step comments and WOW moment observations are recorded by using 'Learning Book' and the parents have a log in so that they can keep well-informed about their child's life at school and are instructed how their child can be assisted at home. These on-going observations are used

to inform our progress tool to make a judgement at the end of the year as to whether they have met their ELGs.

## **7 Assessment**

- 7.1 Children's level of development is recorded using the Development Matters age-bands. During the first few weeks, the teacher assesses the ability of each child using a baseline assessment. 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.
- 7.2 The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.
- 7.3 Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.
- 7.4 Progress is recorded regularly and updated on the MAS online tracking tool. We record each child's level of development at intervals throughout the year to ensure children are on track to meet the Early Learning Goals.
- 7.5 At the end of the final term in Reception, a summary of these assessments is sent to the LA for analysis. Information is shared with parents at consultation meetings and in the end-of-year report.
- 7.6 Parents receive an annual written report that discusses the child's characteristics of effective learning and offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, giving details of the child's general progress.

## **8 Induction and transfer**

- 8.1 Links are maintained with the local pre-schools and nurseries with staff visits to pre-school settings, informal meetings with key workers and parents, invitations to special events and occasional joint activities.

## **9 Initial Contact**

- 9.1 Informal visits from Sonning Common Preschool occur during the summer term. Prior to starting, parents and children are given a tour of the school site. The teachers try to visit as many of the new entrants in their previous setting as soon as possible, before they start at school.
- 9.2 In addition, all children are invited for a half-day visit to meet their new teachers and class. This also provides an opportunity for parents to speak to staff and ask any questions they might have.

## **10 Information Exchange**

- 10.1 Parents and children together complete an entry profile: 'All About Me'.
- 10.2 Informal discussions about the new intake occur during staff visits to the pre-schools, where staff, from both settings, liaise to ensure appropriate provision.

## **11 Partnership with parents**

- 11.1 Curriculum sharing is held at the start of Term 1. In the first term (until no longer necessary), parents are invited to bring their children in to school each morning from 10 minutes before the official school starting time. They are encouraged to settle their child and talk with any member of staff about concerns they may have that day. Further opportunities to discuss their child's progress will occur at parent consultations (twice a year) and parents will receive a written report in Term 6. Parents are encouraged to sign up to help with various activities happening during the week. Their personal areas of expertise are valued in our unit and they are a great support to the learning that is taking place.
- 11.2 Further communications are in the news section of the Kites web page (which is updated weekly with displays of photographs relating to recent activities in the gallery).
- 11.3 There will be celebration assemblies during the 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> terms when families are invited to come and share their child's achievements.

## **12 Inclusion:**

- 12.1 All children should have equal access to all areas of the Foundation Stage Curriculum. Staff will work with parents and the school special needs coordinator to ensure that children who have difficulty accessing any area of the curriculum are supported, sometimes with additional resources or alternative activities.

12.2 In the event that English is not the parent's first language interpreters can be provided at meetings and alternative versions of most basic paperwork can be provided.

12.3 For more information, please look at the following:

- *Special Educational Needs Policy*
- *Equality and Diversity Policy*
- *Health and Safety Policy*

## **13 Other Agencies**

13.1 Speech therapy

13.2 Liaison with Health Visitors

13.3 Pre-school assessment and review and on-going support

13.4 Specialists related to specific special needs i.e. physiotherapists

## **14 Transition to Year 1**

14.1 All teachers are aware of the need for a smooth transition to Year 1 and a range of experiences are provided in the summer term to help the children to become familiar with the Year 1 staff and environment. Year 1 teachers are encouraged to visit Kites to see the environment that their future class are currently learning in and Kites staff are encouraged to visit Year 1 so that they are able to see where their pupils will be moving on to.

14.2 Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of KS1. Successful transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place. With input from the Kites and Yr1 team, the EYFS and KS1 Leaders will produce an annual transition timetable. This will contain the different activities and time slots that will be dedicated to the transition of the children from Reception to Year 1 (Appendix A). This will include a 'moving up day' where the time is dedicated to children going up to their new room for short periods. There will also be a timetable set up for teachers to visit their new class for story time and times when the children visit their new class. SEND children have regular visits to Y1 classes at different times, e.g. break, story time with familiar adult accompanying them.

## 15 Staff Training

15.1 Staff will be encouraged to attend courses and review resources. The Early Years Subject Leader will have access to specific training to support and develop their role.

## 16 Dissemination

16.1 The Policy is available on the school website. A short summary will be included in the school prospectus. The policy and schemes of work will be available on request to parents, LA, OFSTED and others working for the school, through the head teacher.

## 17 Reviewing the Policy

17.1 This policy will be reviewed annually by the Early Years Subject Leader and monitored by the Link Governor changes made to ensure that the Policy is relevant and up to date.

## 18 Appendix A

Time	Year	Steps	Monitoring and Assessment	Person(s) Responsible
Spring/ summer Term	Kites	Preparation starts in class to prepare for year 1- give me 5/ timetabled focussed teaching time (phonics, maths)	AfL	Class teachers
Summer Term May	KS1	Moderation meeting to agree standards (in staff meeting time). Look at any discrepancies particularly those on the cusp.	Moderation outcomes shared	SLT
Summer Term May	Kites	Moderation meeting to go through evidence to support judgements	Moderation outcomes shared	KS1 Leader/ EYFS Leader
Summer Term May/ June	Kites	Specific planning to introduce transition to children and familiarise them with the concept, e.g. circle time with emotional development focus	EYFS Profile submitted to the LA	EYFS Leader/ Class teachers/ KS1 Leader/ HT



Sonning Common Primary School  
Early Years Foundation Stage Policy

Summer Term June	Kites	Meet identified parents of children who are vulnerable during transition. Discussions are had about how school and home can best work together to ease the transition period.		SENCo/ Class Teachers
Summer Term June	Kites	Specific planning to introduce transition to children and familiarise them with the concept, e.g. circle time with emotional development focus	AfL	EYFS leader/ Class Teachers
Summer Term June/ July	Kites/ Year 1	Year 1 teachers visit Reception children, teaching sessions in familiar setting.	Class Teachers to monitor and request additional sessions if necessary	
Summer Term July	Kites/ Year 1	Handover meetings between Reception/Year 1 teachers and TA's	Handover feedback to be submitted to HT	
Summer Term July	Kites/ Year 1	Morning transition session (or sessions if required) in Year 1 with new teacher		
Autumn Term 1: Week 1 – 4	Year 1	Play-based activities, using Reception model, with teacher led group activities to support the development of basic skills, meeting the needs of individual children.	AfL	Class Teachers/ EYFS Teachers
Autumn Term 1: Week 5/6	Year 1	Children assessed for Autumn half term 1 and targets set/amended for end of Key Stage and end of Year 1	NC assessments, EY profile for those working below expected, P-Scales for those with SEN	Class Teacher/ KS1 Leader/ Head Teacher/ DHT