

# The Federation Of Angel Road Schools



HAPPY! HEALTHY! AIMING HIGH!

## EYFS Policy

Date June 2016

## Early Years Foundation Stage Policy

(Reviewed by Lizzie Morgan June 2016)

### 1 Introduction

1.1 The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year. Entry into our school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

1.2 The EYFS is important in its own right and also in preparing children for later schooling. It is the EYFS Guidance sets out what is expected of children by the end of the EYFS.

1.3 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

### 2 Aims and objectives

2.1 The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- mathematics;
- knowledge and understanding of the world;
- physical development;
- creative development.

### 3 Teaching and learning style

3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in Key Stage 1.

3.2 The more general features of good practice in our school that relate particularly to the EYFS are:

- the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement – this starts prior to the child starting school by teachers offering a home visit alongside other transition events and develops further during the year through activities such as family cafés and more formal meetings;
- the teachers have a good knowledge of how children develop and learn and this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS (as set out in the EYFS guidance);

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- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working in the EYFS.

### **4 Play in the Early Years Foundation Stage**

4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations (see also policy on Outdoor learning).

### **5 Inclusion in the Early Years Foundation Stage**

5.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

5.2 In the EYFS we challenge children and set realistic targets or next steps for individuals. We have high expectations for all children and aim to meet the needs of all individuals so that they achieve the Early Learning Goals. We help them to do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds. Some children will progress beyond the Early Learning Goals and we will continue to meet their needs through carefully planned learning experiences and activities that challenge them further.

5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity and that avoid 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 providing support (such as speech and language therapy), as necessary.

### **6 The Early Years Foundation Stage curriculum**

6.1 Our curriculum for the EYFS reflects the seven areas and seventeen aspects of learning identified in the Development Matters document (this is non-statutory guidance material, however it is designed to support practitioners implement the statutory

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requirements of the Early Years Foundation Stage). The first three areas of learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) are referred to as prime areas. Development in these areas is crucial to support development in the four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). Development in these areas builds further skills and knowledge deemed necessary for our children to participate effectively in society. Our children's learning experiences enable them to develop competency and skill across all developmental/learning areas.

6.2 The Early Learning Goals outline what children need to achieve in order for them to be ready to access the key stage one curriculum.

6.3 Children in EYFS have daily phonics sessions and there are regular teacher inputs of Literacy and Mathematics. Throughout each week there are also teaching inputs that focus on other aspects of learning. Children have the opportunity to work individually, in small groups, in key person groups and in whole class groups on a variety of adult directed and child initiated activities. There is a good amount of uninterrupted free-flow play broken up with short, sharp focussed learning sessions.

6.4 The EYFS guidance helps teachers to identify children's next steps in their learning and development and subsequently enables them to plan activities to support this. Planning also takes into account and often follows the children's interests. Medium term plans are used only as starting point or 'line of enquiry' at the start of each half term.

6.5 The school makes full use of the outdoor space as an extension of the classroom, where appropriate activities take place at all times of year. Children have suitable clothing in school to wear at all times (see Outdoor Learning Policy).

6.6 If a child has not achieved the Early Learning Goal in any of the seventeen aspects by the end of their Reception year (the end of the EYFS), then practitioners will ensure that provision in Year One is appropriate and they will ensure these individuals make continued progress in order to achieve the ELG.

### **7 Assessment**

7.1 During the first half-term in the reception class, the teacher gathers evidence to inform a best-fit judgement of where each child is working in all seventeen areas of learning and development set out in the 'Development Matters' guidance. These assessments allow teachers to identify patterns of attainment within the cohort so that adjustments to the teaching programme for individual children and groups of children can be made if necessary. Assessment in the EYFS takes the form of observation of children in self-initiated activities as well as through adult directed activities, and this involves both the teacher and other adults as appropriate.

7.2 Each half-term the teacher collates evidence and assessment information and then updates assessments records. Assessment records are shared with the senior leadership team during pupil progress meetings, where again patterns of attainment within the cohort are identified and adjustments to the teaching programme for individual children and groups of children are made where/if necessary. Teachers share the information related to individual children's development in all aspects of learning and development in parental consultation meetings.

7.3 It is no longer a statutory requirement to report children's attainment to the local authority at the end of the EYFS. However, to measure the progress that individuals have made throughout their reception year we will continue to use the Early Years Foundation Stage Profile (EYFSP) – this assessment tool enables teachers to record their judgement

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for all individual's attainment (in all seventeen aspects of development) at the end of the EYFS. Teachers have to make a judgement whether the child is working at the 'expected' level (ie. have achieved the ELG), have 'exceeded' this or are working towards the ELG and are therefore 'emerging'. Teachers make such judgements based on their knowledge of the child and by drawing on the on-going assessments and observations that EYFS practitioners have made throughout the year.

7.4 The teacher gathers evidence of each individual child's progress, in all seventeen aspects of learning and development, and this feeds into a book called 'My Learning Journey' and/or an online tool. Evidence can be in the form of observations, photos and examples of individual children's work. These progress books are regularly shared with the children and their parents throughout the year.

7.5 Parents and carers receive an annual report at the end of the summer term. This report comments on their child's characteristics of learning, their progress and attainment in Literacy and Mathematics and it describes the next steps for learning within these areas also. Parents and carers are also informed in the report about the judgement that has been made regarding their child's level of development in all seventeen aspects (ie. whether it is at the 'expected' level (ie. have achieved the ELG), whether they have 'exceeded' this or is they are still working towards the ELG and are therefore 'emerging').

### **8 The role of parents and carers**

8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- visits by the teacher to all children in their home setting prior to them starting school which provides opportunity for teachers to meet and talk with parents;
- where home visits are not possible or parents do not want a home visit, we talk to parents or carers about their child before their child starts in our school;
- inviting all parents and carers to an induction meeting during the term before their child starts school; and an informal meeting at the beginning of the year where the teachers explain more about the organisation, management and curriculum of the EYFS.
- opportunities for children to spend time with their teacher and in their classroom before starting school during planned induction events;
- offering parents and carers regular opportunities to talk about their child's progress in our reception class;
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements and allowing time to discuss each child's circumstances;
- arranging for children to start school over the first two weeks of term, so that the teacher can welcome each child individually into our school;
- encouraging parents and carers to stay if there are difficulties with the child's admission;
- keeping parents up-to-date about what the children have been learning through a home-school learning book with suggested activities they could do to link learning between home and school.
- offering a range of activities throughout the year that encourage collaboration between child, school and parents/carers (such as family café);
- providing various activities that involve parents and carers, i.e. regular communication with home, and inviting parents and carers to curriculum events, in order to discuss the kind of work that the children are undertaking.

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### **9 Resources**

9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer and resources available, as we believe that this encourages independent learning. All materials and equipment is labelled and readily accessible to support children's own learning and development.

### **10 Monitoring and review**

10.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

**Signed:**

**Date:**