



EARLY YEARS AND FOUNDATION STAGE POLICY

2019-20

The Downs Primary School and Nursery
Part of the Passmores Co-operative Learning Community

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Published 3rd March 2017 Effective 3rd April 2017)

At The Downs Primary School and Nursery, we believe:

- that the Foundation Stage is one of the most significant stages in a child’s development
- that each child is a unique individual with gifts to be developed and celebrated
- that this stage of their education provides a firm foundation for future learning, time when attitudes and skills are beginning to develop and need to be carefully nurtured and nourished
- that children should receive encouragement, praise and motivation to help them to grow in confidence to explore new areas, develop and learn

Aims:

- we value democracy, the rule of law, individual liberty and mutual respect and tolerance; we believe in honesty and trust
- we seek to encourage the highest standards in academic achievement, social responsibility and personal development
- we have an unrelenting focus on raising standards in all aspects of school life (spiritual, moral, academic and social) so that each student can develop their talents to the full and be the best that they can be
- to provide a safe, supportive caring environment which encourages every child to become independent, confident and eager learners
- to promote physical, mental and emotional health and well-being
- to provide a broad and balanced curriculum, based on active learning to meet the needs of every individual child with play underpinning all learning, indoors and outdoors
- to organise and plan in order for children to become motivated to learn and to be involved, stimulated and challenged by the activities provided, which will promote independence and responsibility
- to foster a climate of high expectations where each child is given the opportunity and appropriate experiences to enable them to develop at their own pace
- to meet the individual needs of all the children regardless of race, gender or disability
- to provide strong home, school and community links
- to develop feelings of pride, belonging, ownership and respect for the environment
- to understand and respect the feelings, needs, culture and abilities of others

To achieve these aims, The Downs Primary School and Nursery endeavours to:

- provide a foundation stage curriculum in accordance with the government’s statutory document ‘The Statutory Framework for the Early Years Foundation Stage’ (2017). This document is a principled approach to Early Years education, bringing together children’s welfare, learning and development requirements through four themes: ‘A Unique Child’, ‘Positive Relationships’, ‘Enabling Environments’ and ‘Children Learn in Different Ways and at Different Rates’
- monitor and assess the development of every child and plan accordingly
- accurately assess, including thorough high-quality observations
- provide a stimulating environment which reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well
- involve Parents/Carers in their child’s learning programme
- liaise with outside agencies as appropriate

Partnership with Parent/Carers

We recognise the important role parents play as educators of their children and we believe that a positive relationship with parents is vital to a child's learning and development.

In recognition of this we have adapted the following practice:

- new parents and children are invited to spend a session in the EYFS to become familiar with the new environment and meet the staff
- a "New to Reception" parent meeting towards the end of the preceding summer term to provide the opportunity to meet the staff and learn about the expectations of the reception year and the school
- in September, Reception staff undertake home visits for those children who did not attend The Downs Nursery. This is an opportunity for parents to share information about their child's likes, dislikes and the parents and schools' aspirations
- all Nursery children are offered a home visit prior the child starting in nursery.
- parents of the 3 focus assessment children are consulted about current progress and advised of targets set through highly successful strategies that engage parents and carers
- an appointment can be made at a mutually convenient time if a lengthier discussion is necessary

The Early Years Foundation Stage framework

The curriculum is centred on 3 prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Providers must also support activities through four specific areas, which strengthen the prime areas. These are:

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

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum, which allows children to make lots of links between what they are learning. All areas of Learning and Development are given equal weighting and value.

Practitioners working with our younger children in our nursery class, will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. The balance will shift towards a more equal focus on all areas of learning as the children move through our Early Years setting and grow in confidence and ability.

Planning is done as a team based on the children's interests and planned learning opportunities such as Seasons and religious festivals each of which offers experiences in all seven areas of the EYFS. These plans then inform our weekly planning which remains flexible for unplanned circumstances or children's responses. Children have whole class and small group times, which increase as they progress through the EYFS. These include phonics session using 'Letters and Sounds.', Mathematics and Literacy.

The Downs Primary School and Nursery – EYFS Policy

At The Downs Primary School and Nursery, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

Roles and Responsibilities

The Foundation Stage leader will:

- communicate and understand the vision of the school and never lose sight of the link between the quality of provision and its impact on the children's learning and development
- have high aspirations for children's achievement, irrespective of their circumstances or starting points
- have high expectations of their team's performance and of the quality of teaching and learning
- ensure consistency of teaching, learning and all routines across the Foundation Stage
- alongside the Foundation stage teacher will moderate assessments made on the EYFS objectives, set targets and monitor progress
- look for new and innovative early years ideas to create an exciting learning environment.
- carry out formal and informal monitoring
- plan with the Foundation Stage teachers so that all children reach their potential
- maintain resources

The Foundation Stage team will:

- have high aspirations for children's achievement, irrespective of their circumstances or starting points.
- ensure consistency of teaching, learning and all routines across the Foundation Stage
- will moderate assessments made on the EYFS objectives, set targets and monitor progress
- plan and deliver an innovative Foundation curriculum meeting all EYFS standards
- maintain the aesthetics of the learning environment
- maintain resources

Assessment

At The Downs Primary School and Nursery ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners will also take into account observations shared by parents and/or carers.

Within the first six weeks of school, baseline assessments are carried out to ascertain children's skills on entry to The Downs.

Tapestry, an online assessment and observation tool, is used regularly to gather evidence of children's achievements and adult's observations and this is used to support with the assessment process. This is used as part of individual assessment through the child's journey throughout Nursery and Reception.

Throughout the year, practitioners will review children's progress and provide parents and/or carers with a summary of the child's development in the seven areas of learning. These focus meetings highlight the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Behaviour

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school. We operate a Good to be Green system, House Points and praise good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school approach to discourage disruptive behaviours. The children are encouraged and praised for following the school rules.

Monitoring and review

The coordination and planning of the EYFS curriculum are the responsibility of the EYFS leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in EYFS and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses and indicates areas for further improvement;

Equal Opportunities

Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability.

Special Educational Needs

Where children are identified as having special educational needs the Foundation Stage staff will liaise with the SENCO to seek support from outside agencies to provide guidance, targeted support and information.

Admission Arrangements

Children attend the EYFS on a full and part time basis. Places in the EYFS are offered in accordance with the Local Authority and the school's admissions policies. In the Nursery we offer flexible 15-hour places as well as extended entitlement of 30-hour funding.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the EYFS leader every two years.

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

It is the responsibility of the EYFS teacher to implement the principles stated in this policy.

The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

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.

Statutory policy or procedure for the EYFS	Where can it be found?
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