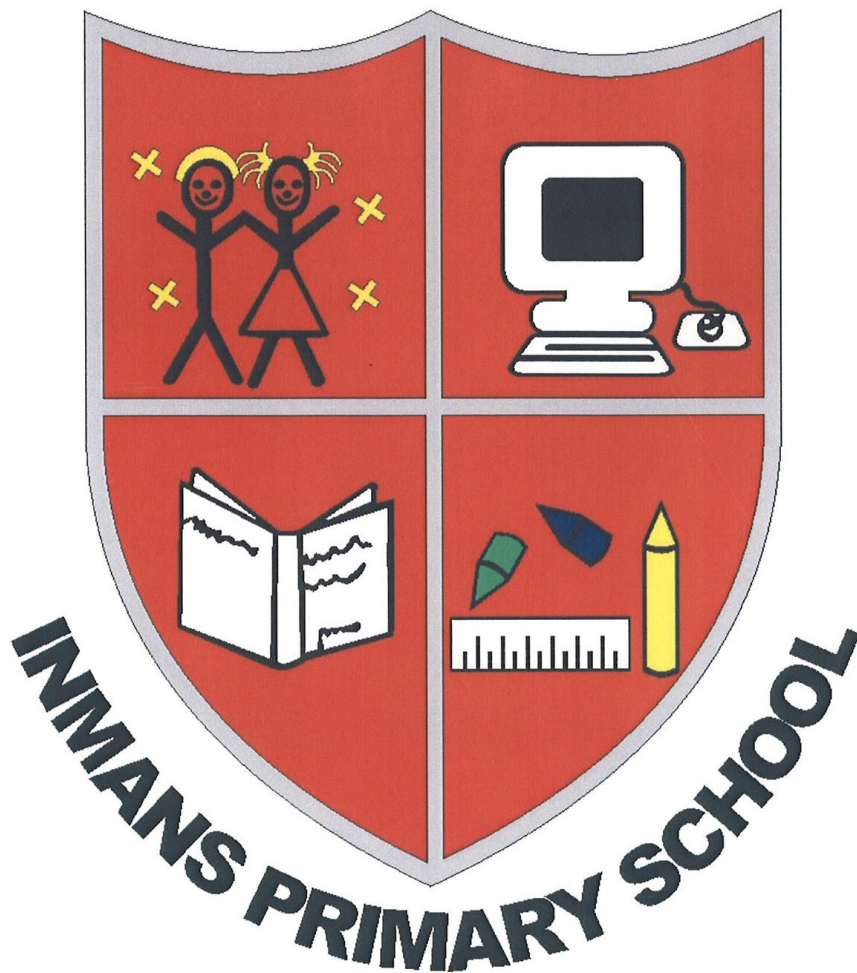


Inmans Primary School
Early Years Foundation Stage
(EYFS) Policy



Early Years Foundation Stage
(EYFS) Policy

2024

Date of Policy: September 2024

Early Years Foundation Stage

Early childhood is the foundation on which children build the rest of their lives. At Inmans we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. At Inmans we implement the guidance set out in the “Early Years Foundation Stage” document (Department for Education, Dec 2023). All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that Parents/Carers, support staff and the reception teachers work effectively together to support children's learning and development.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Inmans the overarching aim is to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners.

We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals. Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self confidence
- work in partnership with Parents/carers and value their contributions
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience

a challenging and enjoyable programme of learning and development

Learning and Development

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the “The Early Years foundation Stage Statutory Framework” document (Department for Education, 2023).

The EYFS is based upon four principles:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Our foundation stage has one large reception classroom with a small and a large outdoor area. All of the provision areas within the classroom are organised to allow children to explore and learn securely and safely. The seven areas of learning are clearly defined so that children are able to find and locate equipment and resources independently.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and the reception teachers plan activities with these in mind. The characteristics highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics 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.

Areas of learning

There are seven areas of learning and development, the three prime areas are:

Communication and Language
Physical Development
Personal, social and emotional development

The four specific areas, through which the three prime areas are strengthened and applied, are;

Literacy
Mathematics
Understanding the world
Expressive arts and design

At Inmans we believe these seven areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult led and child-initiated activities.

Learning through play

At Inmans we support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; during the day children have the opportunity to move between the indoor and outdoor classroom. The learning environment is divided into a variety of different areas for example: role play, reading area, writing area, Numeracy area, creative, construction, small world. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Learning areas include challenges and interventions are planned when needed.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. All practitioners who work in reception at Inmans are involved in this process.

Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. There are 5 topics planned throughout the year (2 in the Autumn term, 1 in the Spring term and 2 in the Summer term) and the areas of learning and educational programmes are distributed over the terms, to determine broad and balanced coverage. This approach allows flexibility to ensure that

both children's needs and interests are taken into account. Our planning ensures coverage so that all children have opportunities and experiences to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. Some early learning goals provide a focus for certain terms, particularly those relating to Understanding the World.

Medium Term Planning

We address particular aspects of the curriculum in more detail for each half term. We include essential knowledge and vocabulary and create links between areas of learning and development. Key Topics are shared with children at the beginning of each half term and they have an input into what they would like to learn and do and this is incorporated into the continuous provision plans.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. Activities and experiences for each area of learning and development are identified.

Staffing and Organisation

There are two Foundation Stage classes at Inmans, with a maximum intake of thirty children per class. Alongside the teacher, each class has a nursery nurse. The children have daily opportunities for structured and free-flow play both in the classroom and in the custom built EYFS outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning. The teacher liaises with the nursery nurse, regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training and any relevant CPD. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues. They also liaise with the local pre-school nursery on a regular basis.

Equal Opportunities

At Inmans we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

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 planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs.

Children with special educational needs will be given support as appropriate to enable them to

benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio.

Educational Health care plans and intervention sheets identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The EYFS teacher would discuss these targets with the child and his/her Parents/carers. Progress is monitored and reviewed every half term. The school's SEND co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see Special Educational Needs Policy.

We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children's progress and take action to provide support as necessary. Early Years Pupil Premium – we will endeavour to identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child's entitlement to extra funding in school. All extra funding we receive will be used to support areas in which we identify that the child will best benefit. We will track children's progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

Assessment, recording and monitoring Formative assessment and Summative assessment

At Inmans we undertake assessment for learning. Children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)' as guidance. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. These assessments are recorded and tracked on a data spreadsheet four times across the year. Discussions about these assessments take place with Parents/Carers at parents evening. Tapestry is the online Assessment tool used to create pupils Individual Learning Journeys. This includes photos of wow achievements and special events.

At the start of Reception children complete the statutory Reception Baseline. Staff also complete their own assessments to determine a baseline, or starting point, for individual pupils future learning. Judgements will also be based on the adults' observations of children during activities and play. Next steps in learning are also discussed.

In May the FS and year 1 teachers meet to moderate the children's work. In-house, local cluster group and LA moderation takes place.

The Foundation Stage Profile, the end of year assessment of children's achievements in all areas of learning, is a statutory report. Observational evidence and samples of children's work throughout the school year are used to assess children as 'working towards' or 'on track' based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum. Parents/carers are given information of their child's achievements in a written report at the end of the Summer term.

Teaching and learning is monitored by subject leads and Senior Leadership Team as part of their

moderation process, through lesson observations, pupil interviews and whole school work sampling. The EYFS leader monitors teaching and learning across the Foundation Stage each year and analyses the data.

Liaison with pre-school settings and induction

At Inmans we have close links with the local pre-school providers. The Foundation Stage and pre-school teachers discuss induction processes. During Summer Term 2, pre-school children who will be starting school in September make visits to the FS class as well as attending for lunch as part of one of their sessions. Parents/carers have the opportunity to meet the teachers and to visit the FS classroom as part of one of the induction sessions. This meeting provides parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. Parents/carers are sent an information pack to be completed and returned to school. This helps to build up a holistic picture of the pupils. During Summer Term 2, the EYFS team undertake visits to the feeder nurseries and play groups and meet all of the pupils in their own setting. Discussions with keyworkers also take place. Transfer records from preschool settings inform FS practitioners about the new intake. In September there is a staggered entry to allow each class to settle in.

Also see the Transition Policy.

Reception to Year 1 Transition

Please also refer to the Transition policy.

At Inmans we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents/Carers. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

In the summer term a transition session is organised for the children and their parents to spend a session with their Year 1 teacher. This is held within their year 1 classroom. Pupils also spend another half day within their new class ready for September.

At the end of each school year teachers share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data and report, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

Throughout the year children in Reception make use of the whole school facilities to ensure that children are confident and well prepared for moving around the school and for mixing with older children as they move up year groups. Throughout the reception year, when children are ready they are gradually introduced to whole school activities such as assemblies.

Home/School Links

We believe that parents and carers are a child's first educator and therefore we work very closely to ensure that they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. Teachers are available at the door entrance at the beginning and end of every school day so parents can pass over any information or ask any questions.

We also offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parent sessions are organised regularly where parents can come in to spend a session "playing" alongside their child and engage in the learning linked to the topic.

Parents/Carers are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.

All parents/Carers are signed up to their child's online learning journey at the beginning of the year. This enables parents to view their child's Learning Journal. Parents are encouraged to contribute to the learning journey by sharing information about their child's experiences and achievements outside of school by uploading their own comments, photographs and videos. This information helps to build a well-rounded picture of the child for everyone.

In reception parents are encouraged to support children's learning through completing reading records, simple Phonics homework activities and by attending assemblies and whole class activities.

At Inmans we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. Parents/Carers meetings are offered termly, where parents have the opportunity of speaking with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's work. Pupils are encouraged to attend this with their parents.

EYFS Memos are sent out weekly on Tapestry. These outline the curriculum topic, and inform parents of what learning and experiences the pupils have been involved in that week as well as inform them with what is coming up.

Health and Safety and Safeguarding

Please refer to 'Safeguarding Children' Policy.

Please refer to 'Health and Safety' Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training).

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance and we adhere to the school's safeguarding policy.

Health and safety checks of the classroom and the outdoor areas take place daily – please see file.

Routine checks

- Faults and repairs to be logged. For example, if a toy is damaged or worn it should be labelled and removed until it can either be repaired or discarded.
- All new staff should have the school's health and safety procedures clearly explained to them as part of the induction process and be given the written health and safety policies in their induction pack.
- All new staff should be trained in the evacuation procedures in the event of a fire or other emergency.
- All members of staff should have first aid training and take refresher courses every three years. New staff to be sent on a course as soon as possible.
- Use regular staff meetings to focus on different health and safety issues such as assessing outside play equipment.

Outings

Adult to children ratios must take account the age and ability of the children involved. Procedures must be followed according to the EVOLVE system and carried out with the Educational Visits co-ordinator.

No child should be left for any reason and in an emergency a colleague or Head Teacher should be made aware of the situation and asked to keep an eye on them.

We are a healthy school and all of our Reception children receive free milk and have access to fresh water and free fruit from a Government scheme. Reception children who stay for lunch are eligible for free school meals. This includes a salad, sandwich or Jacket potato option or they can choose to bring in a healthy packed lunch.

The foundation stage classroom has access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques and throughout the year we plan cooking activities to give children experiences of a range of healthy food.

Written date: 06.09.24

Review date: September 24