



Higher Lane Primary School

Early Years Foundation Stage Policy

January 2017

Date	Review Date	Coordinator	Nominated Governor
January 2017	January 2018	Alison Cheetham	

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Higher Lane Primary School School, children join the EYFS in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

The Foundation Stage curriculum is organised into seven areas of learning:

3 Prime areas –

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

And 4 Specific areas –

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

Aims

- To plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- To use a wide range of teaching strategies based on children's learning needs;
- Provide a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Provide a safe and supportive learning environment in which the contribution of all children is valued;
- To use resources which reflect diversity and are free from discrimination and stereotyping;
- To plan challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- To monitor children's progress and take action to provide support as necessary.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Early Years Team Leader;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Teaching and Support Staff

The teaching and support staff work:

- together as a team in conjunction with the Early Years Team Leader;
- to promote confident and independent learners;
- to create a learning environment that reflects learning across all seven areas of learning

Also, the teaching and support staff work will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Organisation

The Early Years Leader is responsible for the management of the Foundation Stage team and the Foundation Stage Area.

The area covers both indoor and outdoor areas and is staffed by teachers and teaching assistants.

Planning

A medium term plan is completed for each new topic to be covered.

Short term planning outlines the adult focused teaching activities and continuous provision opportunities and includes the development age bands for each area of learning.

Teachers and teaching assistants collaborate over planning, sharing ideas for activities, resources and special events based on the interests of the children and the 'Next Steps' identified from the children's learning.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Higher Lane we support children in using the three characteristics of effective teaching and learning.

These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.

Children are assessed daily through observations and focused activities and these are then used to inform the next stage of learning. Assessments are recorded using 'Classroom Monitor' and progress and attainment tracked accordingly.

Role of Parents

We ask all parents to:

- work in partnership with the school;
- attend the induction process meeting which is given to EYFS parents;
- attend informal parent workshops;
- attend parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body
- information displays in school

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Assessment	▪ Curriculum
▪ Outdoor Education	▪ Support Staff

Headteacher:	Ms C McLachlan	Date:	January 2017
Chair of Governing Body:	Mr D Lester	Date:	January 2017