

## BORINGDON PRIMARY SCHOOL



### EARLY YEARS POLICY

#### REGISTRATION AND INDUCTION ARRANGEMENTS

Children join us at Boringdon in the September after their fourth birthday. (This will be reviewed in line with the proposed legislative changes for summer born children).

The term before children are due to start, places are allocated in order of priority within the L.A.'s admission criteria and parents informed. Parents are officially informed in April of their child's place, for the following September.

In June each year parents are invited to an information session and children to activities sessions at the school. Home visits by the teacher and teaching assistant, and visits to feeder pre-schools, are undertaken before the children are admitted.

The children attend for the morning session only during their first week. The following week the mid-day break and lunch are included and after this the children attend full time.

#### PURPOSE AND AIMS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

Effective practice in the EYFS is built on four distinct but complementary themes:

- **A Unique Child** recognizes that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety and health and well-being.
- **Positive Relationships** describes how children learn to be strong and independent from a base of loving and secure relationships with parents and /or a key person. In the school setting this is the class teacher and Teaching Assistant who work together for the benefit of every child. The commitments are focused around respect; partnership with parents; supporting learning and the role of the key person.
- **Enabling Environments** explains that the environment plays a key role in supporting children's development and learning. The commitments are focused around observations, assessment and planning; support for every child; the learning environment and the wider context- transitions, continuity and multi- agency working.
- **Learning and Development** recognizes that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected.

This approach ensures that the EYFS meets the overarching aim of improving outcomes and reflects that it is every child's right to grow up safe; healthy; enjoying and achieving; making a positive contribution and with economic well-being.

**The Statutory Framework for the Early Years Foundation Stage (DFE 2014)** outlines three pivotal elements to the EYFS

1. The learning and development requirements
2. Assessment
3. The safeguarding and welfare requirements

#### 1. THE LEARNING AND DEVELOPMENT REQUIREMENTS:

The Reception Year is the third year of the Foundation Stage, during which the children undertake activities that enable them to meet the targets of the Government's Early Learning Goals. All children are aiming to achieve these by the end of the Reception Year. The curriculum is divided into three 'Prime' and four 'Specific' areas. Children should enter school having already developed skills in the prime areas which are then strengthened during the Reception year, with specific areas being taught and developed during their first year in school.

### **PRIME AREAS:**

- **Personal, Social and Emotional Development:** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups and to have confidence in their own abilities.
- **Communication and Language:** development involves giving children opportunities to experience a rich language environment; to develop confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical Development:** involves providing opportunities for young children to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### **SPECIFIC AREAS:**

- **Literacy:** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.
- **Mathematics:** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating with simple addition and subtraction problems, and to describe shapes, spaces and measures.
- **Understanding of the World:** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design:** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology

## **2. ASSESSMENT:**

### **BASELINE ASSESSMENT**

During the first few weeks in school teachers assess what children know, understand and can do. This is known as their Baseline Assessment. This assessment has two aims:

- To find out what children know, understand and can do, so teachers can plan effectively for each child's learning needs
- To help the school measure and monitor children's progress from the time they start school.

Boringdon uses the BASE assessment developed by CEM as it is very similar to the previously used PIPS assessment and therefore allows the school to accurately assess each cohort of children and to compare their results with previous cohorts to facilitate effective strategic resource planning. The BASE assessment assesses the children's knowledge and skills in relation to language, literacy and mathematics. The assessments are undertaken in school time and are in the format of the BASE assessment on the computer, the results of

which are triangulated by observations, games and play based activities. The outcomes of the baseline assessment are discussed with parents. BASE is used to measure the children's progress over their year in Foundation as they are re-assessed in the Summer term.

### **EARLY YEARS FOUNDATION STAGE PROFILE**

The Foundation Stage Profile is currently a statutory assessment for children in the Reception Year. It is a record of what a child has achieved, knows and can do. The profile is built up over the year and completed in the summer term. The three prime and four specific areas are included:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

All assessments are made during every day classroom activities, and contribute to a picture of the whole child by the end of the Reception Year. Each child's level of development is assessed against the early learning goals within each area of learning in terms of whether they are emerging, meeting or exceeding expected levels of development.

The Foundation Stage Profile forms the basis for reporting a child's progress to parents and for information to be passed on to the child's next teacher. The LA is informed of the EYFS results for data to be returned to the Government.

Children's progress and achievements are recorded in a Learning Journey. Additionally, we have introduced an 'online learning journal' through the platform of 'Tapestry', which records observations, photographs and videos to document snap shots of children's learning. Tapestry also provides an opportunity for parents and carers to comment on an existing observation and also add their own observations if they wish in their own child's Learning Journal. This helps to provide a strong partnership between school and home. As well as facilitating the analysis of individual children's progress, this platform also allows for analysis of whole cohort learning for each area of development, both of which enable accurate assessment and progressive planning to be achieved.

### **3. SAFEGUARDING AND WELFARE REQUIREMENTS**

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 provide children with a high quality setting which meets these requirements so that children will feel welcome, safe, stimulated and where they will enjoy learning and grow in confidence.

This is achieved by ensuring that:

- Only suitable adults who have a current DBS have contact with the children in accordance with the school's Safeguarding Policy.
- All EYFS staff have had Child Protection, First Aid and Fire training
- A member of EYFS staff is a trained Paediatric First Aider
- All EYFS staff have appropriate qualifications, training, skills and knowledge with a clear understanding of their roles and responsibilities.
- Reception classes are limited to a maximum of 30 children as per the 2002 Education Act with an adult: child ratio of 1:12.

- Good health is promoted with high standards of hygiene and healthy lifestyles fully integrated into daily life at school
- Behaviour is managed in a positive manner in accordance with the school's Behaviour and Relationships Policy
- Medicines are administered in accordance with the school Medicine Policy
- The premises, environment and equipment are all secure, clean, risk assessed and well maintained

Documentation on the EYFS can be viewed at the school.

This policy will be reviewed as implementation, advice and/or legislation necessitates.

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