



## Early Years Foundation Stage Policy

<b>Audience:</b>	School and academy staff, particularly Headteachers and early years practitioners Parents Local Governing Bodies
<b>Reviewed:</b> <b>Consulted:</b> <b>Adopted:</b>	November 2020
<b>Other related policies / procedures</b>	Safeguarding and Child Protection Health and Safety Admissions Teaching and Learning Supporting Children with Medical Needs Complaints
<b>Owner</b>	Director of Education
<b>Policy / procedure model</b>	Aligned: Policy to be adapted to school where indicated

The Early Years Foundation Stage (EYFS) begins when the child is born. At Roskear School children may enter the nursery from the term after their second birthday (Pre-school) and the Early Years Foundation stage continues through Nursery, until the end of the Reception year. We recognise it as a crucial stage in education, both in its own right and in preparing children for learning in the next stage of their education, Key Stage 1. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Early Years Foundation Stage.

This policy is based on requirements set out in 2017 Statutory Framework for the Early Years Foundation Stage (EYFS).

### AIMS

- To foster positive attitudes to learning including confidence, curiosity, responsibility and independence
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- To provide children with a broad and balanced curriculum, which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment
- To develop children's knowledge, understanding and skills in all areas of learning and development through high quality teaching and first-hand experiences

- To provide opportunities for children to make choices and become independent in their learning, in a variety of safe and stimulating environments both indoors and outdoors
- To establish and maintain a close partnership between practitioners and parents/carers/families.

### **Admission – Pre-School, Nursery and Reception Classes**

Crofty Multi Academy Trust set the admissions policy for the Crofty Schools. Cornwall Local Authority administer this process on our behalf for pupils from their reception year (from the September following a child's fourth birthday). The admission policy can be found on the school website.

Parents can apply directly to Roskear School for a place in our Nursery or Pre-school. Places are available from the term after a child's second birthday. If the school is oversubscribed, places will be allocated using the criteria set out in the Crofty Admission Policy.

### **Starting school**

Transition to school from home (or other settings) is carefully planned to support the child and family by providing key information, getting to know each other and the new surroundings. This happens in the weeks building up to when a child is due to start. All children may visit with their parents leading up to their start date.

Parents may also wish to have a home-visit, prior to their child starting.

Meetings for parents of Reception age children are held in July and form part of an extensive induction programme offered to all new pupils and families.

### **Staffing and organisation**

All of the provision for EYFS children is lead and managed by qualified teachers.

The ratio of staff to children in each room varies according to the number of children, their age and the qualifications held by staff. We ensure that we follow all statutory guidance fully.

We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all our staff working in the Foundation Stage attend courses and training on a regular basis, as part of our school Professional Development Programme.

### **Curriculum**

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

### **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

### **Teaching and Learning**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We believe that our children learn best by being actively involved in activities, through first hand experiences, using their senses. We encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills.

We also provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### **Assessment**

On entry to school we make initial assessments of what children already know, understand and can do. These are completed during normal class activities. We then share this information with parents.

At Roskear, 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 also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights 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.

During the school year, we hold Parents' Consultations with an appointment system, as well as opportunities for informal discussions between home and school.

### **Meeting individual needs**

We provide a safe and supportive learning environment at our school where the contribution of **all** children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs.

In addition, we select our resources, equipment and materials thoughtfully, to promote equality and diversity.

### **Partnership with parents**

We firmly believe that "parents are children's first and most enduring educators". To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Within nursery/ pre-school classes each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs. The key worker supports parents and/or carers in guiding their child's development at home. The key worker also helps families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

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

### **Monitoring and evaluation**

This policy is monitored on an annual basis by Crofty MAT EYFS leaders and Director of Education.

Updated by Sarah Lagdon: 16/11/20

To be reviewed: July 2021

## Appendix 1. List of statutory policies and procedures for the EYFS

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