



Busbridge Infant School

Early Years Foundation Stage Policy

Review Date: Spring 2021

Approved by: Children & Learning Committee

Review Frequency: 1 year (in light of EYFS reforms). Standard Review: 2 years

Next Review: Spring 2022

This policy sets out the aims, principles and strategies for the teaching and learning within the Early Years Foundation stage. Pupils arrive in Reception (also known as Foundation stage 2 or FS2) half way through the EYFS.

This policy should be used in conjunction with the school's policies for Teaching, Learning and Curriculum, Assessment, Marking and Feedback as well as those for SEND, Equalities and Child Protection and Safeguarding.

Aims

In Reception we aim to..

- offer rich learning opportunities through play and direct teaching
- use stimulating, interesting resources and learning opportunities, relevant to all the children
- to support the children in their learning, to take risks and explore their environment, both inside and outside
- to create positive, caring relationships and foster a sense of belonging for each child.
- be sensitive and responsive to the child's needs, feelings and interests; supporting the child's own efforts and independence.
- be consistent in setting clear boundaries enabling children to thrive in our school
- understand and observe each child's development and learning, assess progress, plan for next steps.
- help each child to develop a positive sense of their own identity and culture through developing their personal, social and emotional needs.
- keep all the children safe and identify any need for additional support
- to value and respect all children and families equally

EYFS Areas of Learning

EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children.

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The EYFS extends from birth to the end of Reception and the beginning of Key Stage 1. The curriculum should therefore be seen as part of a continuum of learning, which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner.

Play underpins the delivery of all the EYFS at Busbridge. The EYFS principles guide the work of all practitioners, there are four themes:

a unique child

positive relationships

enabling environments

learning and development.

The curriculum consists of seven areas of learning – there are three **prime areas** and four **specific areas**. These are inter-related and not one can be delivered in isolation from the others.

The seven areas consist of a total of seventeen Early Learning Goals:

Prime:

The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS, work together, and move through to support development in all areas.

The prime areas are:

Personal, Social and Emotional Development- comprising:

Making relationships

Self Confidence and self-awareness

Managing feelings and behaviour

Communication and Language -comprising:

Listening and attention

Understanding

Speaking

Physical Development- comprising:

Moving and handling (gross and fine motor)

Health and self-care.

Specific:

The specific areas include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas and provide important contexts for learning.

Mathematics- comprising:

Numbers

Shape, Space and Measures

Literacy - comprising:

Reading

Writing

Understanding the world -comprising:

People and communities

The world

Technology

Expressive arts and design - comprising:

Exploring and using media and materials

Being imaginative

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from

EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will be passed to Year 1 teachers giving them background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things

Organisation

The school day begins at 8.45am and ends at 3.15 pm. Parents and carers may bring their child into the Early Years classrooms in the morning from 8.45am to help ease the transition from home to school. Parents and carers leave at 8.50am, when the children go into Brain Gym in the hall. When the children have settled into school we encourage them to say goodbye to their carers at the door and come in to the classrooms independently. Registration is taken at 9am. The day includes a morning break for twenty minutes. All children stay for lunch, which is a hot meal or packed lunch in the hall. They are encouraged to regularly drink from their own water bottles throughout the day. We have a rolling snack bar where the children independently select a fruit snack and their milk. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves. Parents are asked to provide their child with an afternoon healthy snack which is eaten at a midway point in the afternoon session.

In each class there is a qualified teacher and a full time Teaching Assistant. We also have a TA designated to the outside area which is shared by both classes. Children spend time during the day learning and playing inside and outside where we set realistic yet challenging expectations that meet the needs of our children. Our 'topics' are based on story books and non-fiction books. Learning opportunities are planned with the children's involvement, ensuring they have an ownership of their learning. Children in Wrens and Robins learn as part of a whole class group, small groups and individually. They initiate their own learning (Child Initiated learning), carry out adult initiated activities and take part in adult focussed activities. Children from both classes mix together in our outside learning area.

Assessment

In accordance with all schools, each child will be assessed in their first half-term at school. Through observation teachers will assess their attainment in the three prime areas and the four specific areas against the early learning goals. On-going assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include child-initiated tasks and adult focussed activities in the inside and outside learning environments. Observations (2simple), samples of work and photographs are recorded in each child's 'learning journal.' Data is entered electronically onto the data-tracking programme online at the end of each term. The EYFS Profile will be completed at the end of the Reception year.

The class teacher will report to parents/ carers whether children are at the expected levels of development, exceeding the levels of development or emerging (not yet reaching expected levels) at the end of the Summer term. This is in line with the reporting requirements from the DfE. Within the seven areas of learning there are seventeen statutory Early learning goals, which establish age-related expectations for children to reach by the end of EYFS. These provide the basis for planning the teaching and learning programme in Reception.

Children who achieve the Early Learning goal in each area will be assessed to have reach the expected level of development.

Some Reception Year children may begin to work towards the expected standard of a year one child of the National Curriculum when it is judged appropriate for them. This is when their assessment demonstrates that they are exceeding expectations.

Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1. These children will be assessed to be emerging in their development.

Progress will be shared with parents and carers in the Spring term and at the end of the Summer term, in accordance with our Assessment, recording and reporting policy. All attainment data is shared with the Year 1 teacher for continuity at the time of transition.

In September/October 2019 we participated in the Reception baseline assessment national pilot. The introduction of the national baseline has been delayed due to the Covid-19 outbreak. The National Foundation for Educational Research (NFER) is the Department for Education's contracted provider of the new reception baseline assessment. The assessment will be used as a baseline for measuring the progress primary schools make with their pupils. It is a practitioner-led, activity-based, assessment of children's attainment in early literacy, communication and language and early mathematics skills.

Transition

Transition to school

A Parent information evening is held in June for parents of the prospective Reception group. The purpose of this meeting is to welcome all our families, to share important information, and begin the communication with parents. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children.

During the second half of the summer term prior to the child's admission in September we offer three afternoon visits. Links will be made with all the pre-school settings. Initially this is a phone call and then where practicable one member of staff will make a visit in July. During the early part of September the Class teacher and teaching assistant will visit each child at home. The purpose of this is to see the child in their own familiar setting, where they are confident and comfortable. He/she will be encouraged to

share a favourite toy or game and provide a chance for parents to ask individual questions pertinent to their own child and his/her needs.

We have a staggered start in September; where the children come in for three morning visits with just half the class, the following week they stay for a lunch and then finally stay for the whole day. This ensures a smooth transition into school routines.

Transition to Year 1

In the summer term we begin to plan in time for the children to spend time in the Year 1 classrooms with Year 1 staff – more frequently for those children with additional needs.

We schedule a 'Moving up' day towards the end of the summer term, when all classes will spend an afternoon with their new teaching staff in their new classroom.

We hold a Meet the Teacher meeting for parents where teachers share the expectations for a child in Year 1, the differences in timetable, homework and learning.

All Reception teachers have time with the Year 1 teachers to 'handover', giving information on family background, learning styles, friendship groups, academic ability, progress achieved through the year etc.

Home School Communication

There are many ways in which we communicate with our parents, ensuring that we continue to work as a partnership. We achieve this by offering the following;

- Daily opportunity for brief updates at the point of dropping off or collecting children. We do have an open-door policy for any concerns the parents and/or children may have. Anything more than a few minutes' conversation will require an appointment to be made through the school office;
- Home/school reading diary; teachers and teaching assistants write in this weekly, praising efforts and detailing next steps.
- Email / telephone via the school office
- Parent/Teacher meetings will take place in November and February.
- Open afternoons (one each term) where the parents are invited into the classrooms to share the children's learning in class with their child.
- End of Year report in July; this outlines progress made throughout the year and our end of year judgements as to whether the children are emerging, expected or exceeding the Early Learning goals.
- Information meetings and workshops will take place throughout each school year. In EYFS this will include the teaching of reading and phonics.

Equalities and Disabilities

The school is fully committed to equality and inclusion for all. Please refer to our Equality Information and Objectives.

Safeguarding and Safety

We are totally committed to the safety of all our children and we take the safeguarding of them very seriously. Please refer to our Child Protection and Safeguarding policy.