

THURCROFT INFANT SCHOOL

Early Years Foundation Stage Policy

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (Statutory Framework for the Early Years Foundation Stage, DfES Publications, 2017)

Thurcroft Infant School is adopting the revised EYFS Framework from September 2020, which will become statutory from September 2021.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation 2 year when they will be 5 years of age. From the age of 3 years, children will be entitled to a Nursery Education funded place which can be accessed at Thurcroft Infant School in Foundation One. Children are entitled to 15 hours a week, either 5 x 3 hours morning or 5 x 3 hours afternoon sessions. We also offer 30 hours per week for qualifying children. Full time schooling begins in Foundation Stage 2 in the September following the child's 4th birthday. The EYFS is a Key Stage in its own right and is very important for preparing children for later learning and achievement. Teaching follows the principles of the EYFS documentation. It is a statutory framework with non-statutory guidance produced by the Department for Education and can be viewed on the website: www.education.gov.uk/publications The Early Learning Goals set out what is expected of children by the end of the EYFS.

Children starting their early years' education at Thurcroft Infant School may have already learnt a great deal. Many have attended the on-site pre-school, Tiny Explorers or Thurcroft Early Years and Foundations @ Thurcroft which are situated in the village or had positive experiences at home. We aim to build on these by providing quality education and care. Some children also join F1 from private nurseries or Children's Centres.

The early years' education we offer is based on the four themes of the EYFS and the principles which underpin these:-

- A Unique Child
- Positive Relationships
- Enabling Environments

- Learning and Development.

During the child's time in the EYFS we ensure that the education the children receive is the best it can be and this is based on the premise that:-

- we build on what our children already know and can do
- we ensure that no child is excluded or disadvantaged for any reason
- we offer a structure for learning through play that has a range of starting points and content that matches the needs of young children
- we provide opportunities for learning both indoors and outdoors.
- we base learning on the individual needs and interests of the children
- we provide a rich and stimulating environment which offers a range of experiences, including educational visits.

Aims of the Early Years Foundation Stage

The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children's:-

- personal, social and emotional wellbeing
- positive attitudes towards their learning
- social skills
- listening and attention skills and perseverance
- communication and language
- reading and writing
- mathematical understanding
- understanding of the world
- physical development
- expressive arts and design

Our policy on Teaching and Learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1.

The more general features of good practice in our Foundation Stage that relate to the EYFS are:-

- The partnership between teachers, practitioners and Parents/Carers, so that our children feel secure at our setting and develop a sense of well-being and achievement
- The understanding that teachers and practitioners have of how children develop and learn, and how this affects both what and how they teach

- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- The carefully planned curriculum, based on observations of the children's needs and interests, that helps children achieve the Early Learning Goals by the end of Foundation Stage Two
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional skills
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- The ongoing dialogue and partnership with Parents/Carers which involves them in their child's learning through the learning and interests they have at home and through sharing information about the ongoing progress of their child's development at the setting
- The good relationships between the Foundation Stage Unit and other settings that our children experience prior to starting
- The clear aims for our work, the weekly planning, assessment and the regular monitoring that takes place in order to evaluate and improve what we do
- The regular identification of training needs and the updating of current practice, of all adults working within the EYFS

Play is a crucial element in the Early Years Foundation Stage. Through play our children explore and develop learning experiences, which help them make sense of the world. Play is vitally important for their development. They practise and build up ideas, concepts and skills, they learn how to problem solve, take risks, and understand the need for self-discipline and rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and set challenges for themselves. They express fears and re-live experiences in a caring and safe environment.

In our setting, as throughout school, we believe that all our children are unique, are valued and entitled to a wealth of experiences which will help them to develop as individuals with their own cultural and spiritual beliefs and to prepare them to contribute towards their own and the global community. 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 personalised

learning. Our Inclusion Policy outlines how we ensure equal opportunities for all of our children.

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of Foundation Stage Two. Some children progress beyond this point. We understand how important it is to identify the need for additional support as early as possible. We aim to achieve a fully inclusive environment and practice by planning to meet the individual needs of:-

- boys and girls
- children with special educational needs
- children from disadvantaged backgrounds
- children who are looked after
- children who are more able
- children with medical needs or disabilities
- children from all social and cultural backgrounds
- children of different ethnic groups, traveller communities, refugees or asylum seekers and those from diverse linguistic backgrounds
- children from socially excluded families, such as the homeless or those who live with a Parent who is disabled or has a mental illness

We meet the needs of all our children through:-

- Planning opportunities that build upon and extend children's knowledge, experience and interest, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of activities which provide opportunities to motivate and support children and help them learn effectively
- Providing a safe, supportive and stimulating environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping

The curriculum for the EYFS complies with the documentation. We follow the statutory requirements and the non-statutory guidance from this documentation. There are four Principles -

- A Unique Child
- Positive Relationships
- Enabling Environments

- Learning and Development.

These are brought together to provide a holistic approach to learning and development in the early years of life. Our children will have the opportunities to develop a range of competencies, skills and concepts across all areas of learning.

There are three Characteristics of Effective Learning and these underpin all aspects of planning

Playing and Exploring - engagement

Active Learning - motivation

Creating and thinking critically - thinking

We introduce children to 6 characters in F2 which are linked to characteristics of effective learning. These are Exploring Eagle, Concentrating Cat, Creative Chameleon, Persevering Penguin, Proud Peacock and Teamwork Toucan. These are referred to throughout the children's learning and children are encouraged to talk about how and when they are demonstrating these behaviours.

The principle, Learning and Development sets out the cognitive learning that children will undertake during the EYFS- leading to the acquisition of the 17 Early Learning goals by the end of the key stage.

There are three Prime areas for Learning and Development - these are fundamental, work together and move through to support development in all other areas. These are:

Personal, social and Emotional Development - Self-regulation - Building relationships - Managing self

Physical Development - Gross motor skills - Fine motor skills

Communication and Language - Listening, attention and understanding - Speaking

There are four Specific areas for Learning and Development - these include essential skills and knowledge for children to participate successfully in society
These are:

Literacy - Comprehension - Word Reading - Writing

Mathematics - Numbers - Numerical patterns

Understanding the World - Past and present - People, culture and communities - The natural world

Expressive Arts and Design - Creating with materials - Being imaginative and expressive

At Thurcroft Infant School we understand that good planning begins with observation of the children to determine what they already know, can do and what their interests are. It is the key to making children's learning effective, exciting, varied and progressive and enables practitioners to build up knowledge of how individual children learn and make progress.

Observations form the basis of good practice and should be carried out regularly - they may be incidental or longer and more 'in depth'. Observations will be matched to the expectations of the Early Learning Goals. They provide the practitioner with the information about the child's stage of development, their knowledge, skills and interests. This enables the practitioner to plan the next steps for that child.

Planning is carried out at three stages:-

Long Term planning identifies the intended areas of focus for each half-term and forms the basis of 'Continuous Provision' throughout the environment. We accept that it is impossible to plan for children too far ahead since we do not know what their interests or abilities will be. This enables practitioners to identify possible learning experiences and opportunities for children to meet developmental milestones through their everyday play.

Medium Term Planning is in the form of an overview of what we will teach within a half-term of learning and development in Foundation One and Foundation Two. This will be broken down into themes, depending on the interests of the children and any specific events which may need to be taken into account e.g. religious festivals, visitors, and World Book Day. Practitioners will use the observations and/or assessments they have made of the children to inform their planning.

Short Term planning is carried on a weekly basis. Each of the seven areas of learning and development will be planned for using the observations and/or assessments that have been made of the children. Planning will be carried out for both the indoor and outdoor environments. It will be differentiated where appropriate to take into account the different ability levels and needs of the children and will involve objectives that work towards the early learning goals. Planning will involve a combination of child-initiated, adult-focused and adult-initiated activities and learning.

The final part of the Planning Cycle is the assessment aspect. We make regular assessments of children's learning, which involves analysing and reviewing what is known about each child's development and learning, and we use this

information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observation, assessing how a child learns through planned activities within the provision and responses during adult-led activities. Assessment involves the class teacher, Key Person and/or other practitioners as appropriate.

Children's progress and achievements are recorded using an Early Years Assessment Tracker. This document begins as soon as the child starts in the EYFS at Thurcroft Infant School, and continues with them until the end of Foundation Stage Two. It tracks the developmental milestones until children have achieved the early learning goals. This is completed on entry to F1 and/or F2 and throughout each term. A different colour is used for each term.

Children's progress is tracked throughout the year in order to identify whether they are making the required progress and if they need any form of intervention. At the end of the Foundation Two the final assessments of the EYFSP (Early Years Foundation Stage Profile) are sent to the Local Authority.

Samples of children's work are kept along with any observations that have been made and photographs of their learning experiences in the classroom.

A representative from the local authority visits at least every 4 years in order to moderate the EYFS curriculum and EYFSP results. This is a rigorous process involving a professional conversation and the scrutiny of evidence to ensure the assessment process is fair and that judgements made by all practitioners are consistent.

Parents/Carers receive an annual Record of Achievement at the end of F1 and FS2 that gives a record of attainment in each of the 17 Early Learning Goals. At the end of the EYFS parents are supplied with information about the child's progress, strengths and areas for development in the three areas of effective learning; Playing and Exploring - engagement, Active Learning -motivation and Creating and Thinking critically - thinking. These are completed in June and sent to the Parent/Carers in July each year.

All parents are able to view their child's records on request

We believe that all Parents and Carers have an important role to play in the education of their children. We recognise the role that Parents and Carers have played prior to their child starting EYFS as their first educators and acknowledge their future role in educating them. We do this through:-

- Providing opportunities for parents with pre-school children to visit F1 before starting
- Talking to Parents/Carers about their child before their child starts the EYFS
- A staggered start for F1 children enabling groups at a time to be inducted. Parents/Carers encouraged to stay in the setting in the first instance until the child feels settled
- F2 children begin the school year as classes with provision being made for individual children, in consultation with parents/carers, who may need a staggered start
- Inviting all Parents/Carers to an induction meeting during the term before their child starts the setting and providing them with a 'Welcome to F1/F2' Booklet.
- Offering Parents/Carers regular opportunities to talk about their child's progress in the EYFS and to share the interests and achievements of their child at home
- Encouraging Parents/Carers to talk to their child's class teacher and/or Key Person if they have any concerns
- Regular 'Stay & Learn' sessions with a theme for Foundation One and Foundation Two parents
- A formal meeting for Foundation One and Two Parents/Carers three times each year at which the class teacher and the Parent/Carer discuss their child's progress individually
- Foundation One and Two Parents/Carers receive an annual report at the end of the year and can offer their comments to be added to the report
- Arranging a variety of activities throughout the year that encourage the collaboration between child, setting and Parents/Carers
- Support the involvement of Parents/Carers at home by providing the children with books to take home to share with them.
 - Parent workshops • Emails • Texts • Half-termly newsletters • Teacher2Parent App • Class Dojo

Parents and pupils in F1 visit the setting during the Summer Term prior to starting in the Autumn Term.

F1 pupils visit school in June and parents have an opportunity to speak individually to staff. Pupils start F1 in small groups and are all admitted in the first 2 weeks. In September parents are invited to meet with the teacher about the organisation of the school day. We tailor the transition to the needs

of every individual pupil after consultation with the parent and staff at previous settings.

F2 pupils visit school in the summer term to meet their new teacher and practitioner and to see their classroom. For many pupils who are already with us in Foundation 1, this is usually a smooth transition into full time school. We also make contact with other settings to offer a visit to the child. Pupils start full time on the first day of the Autumn Term. We tailor the transition to the needs of every individual pupil after consultation with the parent and staff at previous settings. During the first half term we hold a meeting for parents to discuss information about the curriculum and to ask any questions.

We plan a learning environment both for indoors and outdoors that is inviting, stimulating, motivating and thereby encourages a positive attitude to learning. We aim to develop a desire for lifelong learning by providing the best quality resources and equipment to create an enabling and challenging environment in which children can learn and develop.

Resources reflect the community from which the children come, their personal cultures and the diversity of the school community and the wider world.

We plan activities to teach the next steps in learning across all areas with specific learning intentions. These are differentiated to meet the learning needs of all children. These activities can be adult-led, independent focused learning or child-initiated. Resources provide opportunities for children to practise previously taught skills.

In F2 we build on the children's prior experience and encourage them to make their own choices from the resources and equipment on offer and to use them to initiate and develop their own play and learning. We believe this creates independence and creative thinking.

We regularly review the resources to ensure they are safe, suitable and fit for purpose. We will change them or add to them as required. Worn out and unsafe materials will be thrown out and resources which encourage the interests of the children will be added when appropriate. Resources will be appropriate for the age and stage of the children and will be evaluated in terms of their educational and play value.

We follow rigorous safeguarding procedures. Children are only released to adults nominated by parents or carers. We seek written authorisation about special dietary requirements and food allergies, special health requirements,

information regarding who has legal contact with the child and who has parental responsibility and permission for emergency medical treatment.

We have a written medication procedure. We obtain written permission from parents for each and every medicine before any medication is given. We keep a medical file in all settings with written records of all medicines given. A record is kept for audit and safety purposes.

Adults in each environment hold a current Emergency First Aid certificate. Some adults also hold a current paediatric first aid certificate.

We keep a record of accidents and first aid treatment. Parents are informed of any accidents and injuries and any first aid treatment that was given.

We have a written procedure to be followed in the event of a child going missing. We have a written procedure to be followed in the event of a parent failing to collect a child at the appropriate time.

Children have access to water throughout the day and to milk and fruit at snack times. This is provided free of charge until the month after a child turns five. They access the snack table independently. Other food is offered at specific or linked with a topic times e.g. pancakes

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