



West Road Primary School

Title of Policy: *EYFS Policy*

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Person Responsible:
HT/DHT for Standards
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WEST ROAD PRIMARY SCHOOL

EYFS POLICY

Introduction

The Early Years Foundation Stage (EYFS) applies to children aged from birth to five years old (end of the reception year). In our school, children can enter the foundation unit when they are three years old and join the nursery (F1), or the reception classes (F2) in the year in which they turn five years old. A vast majority of nursery children continue their foundation education within the school's reception classes. Compulsory education for young children begins at the start of the term after their fifth birthday. Within the Nursery, children attend half day sessions (3 hours a day 15 hours a week free). Our provision gives parents the choice of mainly morning or afternoon sessions. Reception children attend full-time education from the September at the start of their reception year.

Admissions:

Admission to Nursery:

Places are allocated on a first come, first served basis in the order of the returned completed nursery option forms in the summer term. In circumstances where [Allocated places that are not taken up straight away within the first two weeks of the term or where a child has unauthorised absence of two weeks their place maybe given to the next child on the waiting list.](#)

Admission to Reception Class:

The foundation stage is a crucial period in a young child's life establishing firm foundations for their future education, achievements and wellbeing. The school's foundation stage follows the clear aims and guidance of the New Early Years Foundation Stage (EYFS) to ensure that all the children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic wellbeing. The framework allows for continuing quality and consistency of early years education within the school and an overall ethos of reflection and evaluation of practice. The New EYFS (which was reviewed in 2012 and put into place in September of 2012) forms the back bone of the principles and practice throughout the foundation stage at West Road Primary School. The newly developed foundation unit has adhered to the legal requirements set out in the New EYFS to ensure learning and development as well as welfare requirements have been achieved.

Aims and objectives

The aim of the foundation stage is that every child should have the best possible start to their education, laying firm foundations for learning, achievement, health and wellbeing for their future education in order for them to achieve their full potential and be ready for school. Their early experiences have a major impact on their future chances. The foundation stage aims to offer a safe, secure and happy environment for young children in which they can personally succeed in their own right with the support and encouragement of the various adults around them.

Our objectives in the foundation stage are:

To set standards for learning, ensuring that every child progresses, making the most of their abilities and talents in order to reach their potential.

Provide for equality of opportunity ensuring no child is disadvantaged whatever their background (religion, cultural, medical or social).

Create a partnership for working with parents and other professionals between all settings that the children attend in order for them to develop their capabilities and potential (such as child minders, other foundation settings, speech and language support, EAL support, social services etc...).

Improving quality and consistency throughout the foundation unit providing clear standards and expectations and ending the distinction between care and learning. Moderation and monitoring of teaching and learning is an ongoing process and shared between the foundation unit staff, other foundation unit settings and other staff within the school where appropriate.

Planning around the individual's needs and interests of the child. This is informed by ongoing observational assessments allowing for a flexible approach to planning and providing rich and personalised learning experiences. Planning is built around prior knowledge of the child and their abilities, talents and interests.

The 4 main themes set out in the EYFS (A unique child, positive relationships, enabling environments and learning and development) still underpins the planning, assessment and practice of the foundation unit.

Teaching and learning style

Throughout the foundation stage a wide variety of teaching and learning strategies are engaged in order for the children to learn, progress and enjoy their experiences. The principle aim is to develop the children's knowledge, skills and understanding throughout three prime areas of learning (Communication and Language; Personal, Social and Emotional Development and Physical Development) as well as the four specific areas (Literacy; Mathematics; Understanding the World and Expressive Arts and Design). This is achieved through child/self-initiated play, teacher initiated activities and teacher led activities. The majority of a young child's learning within the foundation stage is child/self-initiated through interacting within a wide variety of quality and continually enhanced areas of provision (i.e. maths area, office/writing area, construction area, gluing, water and sand, role-play, music, computers etc..). Continuous observations enable practitioners in the unit to make assessments and plan for future learning. Other learning takes place through more structured teacher initiated and teacher led activities. Children experience some short whole class sessions and during the reception year children will often work within small ability groups. All foundation stage children are given many chances to talk, share ideas and review what they are learning and have achieved. This is through various speaking and listening strategies and activities. Children use a wide range of ICT to support and enhance their learning throughout the seven areas of development.

In all the nursery and reception classes, children have a wide range of abilities, and the foundation unit provides suitable learning opportunities for all children by matching the challenge of the activities and provisions offered to the ability of the child. This is achieved through a range of strategies and effective tracking, next

steps and intervention support. The areas of provision provide resources and experiences for both nursery and reception children and they are enhanced to reflect the children's needs and interests, and provide challenge. In some reception lessons learning opportunities are provided through differentiated group work. Teaching assistants and SEYPs are used to support children, provide effective intervention and to enable work to be matched to the needs of individuals.

Foundation Stage Planning and the Curriculum

The foundation stage follows the guidance set out in the New EYFS 2012 for planning both child initiated, teacher initiated and teacher lead activities and experiences. The reception classes also refer to the Letter and Sounds documentation to support phonic teaching and assessment.

Curriculum planning within the foundation stage is carried out in three phases (long-term over view, medium-term and short-term). Whilst both the nursery and the reception classes have their own planning to meet the children's needs they are however linked through themes developed and planned with the children and their interests. All planning is shared with every staff member in the unit so they can refer to it and be part of the planning process.

A new revised long-term plan is being implemented that is based around key themes and the interests of the children. This enables learning opportunities to take place throughout the year at any time and allows for more creative planning derived from the interests and needs of the children. This planning is linked to the objectives set out in the New EYFS guidance and the development matters. Planning has become more flexible and the children are becoming increasingly involved in planning their learning which stems from their interests, talents and abilities.

The medium-term planning stems from the long-term planning but in greater detail and includes special events and themed weeks such as Diwali and healthy eating week. Again children are deeply involved in the planning providing ideas and interests. Separate nursery and reception medium-term plans are developed but some themes are consistent across the foundation stage as much as possible.

Class teachers complete a weekly (short-term) plan for the teaching within the foundation stage and they cover all the seven areas of learning. This lists the specific learning objectives and expected outcomes for each activity, and gives details of how the lessons are to be taught, including success criteria. In reception it also includes details of what each group of children will be learning, differentiation and teacher initiated activities. Specific challenges are set to develop children's learning further. The short term plans show the teacher led activities for the week.

The child initiated activities are developed and planned around a wide variety of quality areas of provision. Each area of provision has a long-term planning overview but due to the flexibility and nature of foundation planning these areas evolve and develop over the weeks. Every fortnight the areas of provisions are planned and organised (taking into account observations and interests of children) to enhance resources, activities and provide challenging experiences.

Developing Effective Learning Behaviours

Within the Foundation Stage the children are supported to become effective learners in their own right, where they can be empowered to reflect on how and why they are learning new things. They are supported and encouraged to be involved and interested in activities provided, to build confidence to experiment, try and explore new things, and to not give up when faced with a challenge. This is what is called the ' **Characteristics of Effective Learning**'. During their time in the Early Years at West Road the children are learning skills that will enable them to be more effective learners now and for their future lives as adults in the work place. **There are 7 main characteristics** that are being developed with the children link to key story characters and super heroes:

1. being proud of what they have done (Topsy and Tim)
2. being able to explore (Octonauts)
3. having the ability to improve what they do (Spiderman)
4. being able to undertake simple challenges (Buzz Lightyear)
5. having the ability to pretend effectively (Elmer)
6. find ways to do things (Bob the Builder)
7. being able to keep on trying and not giving up (Mike the Knight)

Foundation Stage and Assessment

Ongoing assessment is an integral part of the learning process within the foundation stage. Assessments are mainly based on observations of what children are doing in their day to day activities as well as the more teacher led activities. They form the key evidence for attainment and achievement and help plan the next steps for development. Observations take place daily from individual and group observations to the more frequent incidental observations. Observations are shared with other staff members and to help inform the summative records of achievement.

Parents of both nursery and reception children are encouraged to be part of the assessment process by making observations of their child's play and learning at home using magic moment booklets provided from school.

Each child has a profile (learning journey) in which all observations, assessments and key information is kept. This includes information from other settings and specific information relating to the child's development and attainment. Photographs are an integral part in the gathering of evidence through observations. These individual children's profiles are shared termly with the children and parents and their comments are added. Profiles are accessible to parents whenever they wish to see them.

Children are continuously observed and assessed throughout their time in the nursery and Reception classes. On entry observations are crucial to establish a clear starting point to their learning journey. Effective links are made with other settings to share information about the children and clear transitional arrangements ensure learning is continuous. The child's individual profile is the main basis for assessments, summative records and tracking progress and achievement.

Otrack is used for summative reporting within the nursery and reception years and provides valuable information for data analysis regarding pupil progress and attainment. At the end of the reception year the teachers make a best fit judgement for each of the 17 early learning goals using the description of learning and development expected at the end of the EYFS. They consider the entirety of each early learning goal when making the judgement. Teachers will match their view of each child's attainment to the exemplification of national standards and children will be given an outcome of emerging, expected or exceeding for each of the 17 ELGs. The data will then be sent to the LEA for submission and used to compare locally at authority level and nationally. The reception teachers also provide a written summary on each child's characteristics of learning which is given to both parents and year one staff. Summative information and data is used to track pupil's progress throughout both the nursery and the reception classes. Each term the children's progress is tracked across the seven areas of learning. Tracking helps staff provide the appropriate teaching, learning and targets for individual children, identify vulnerable children, as well as implementing specific intervention programmes where appropriate.

The summative information is used to plan effective future learning and set targets. This information is shared during transition meetings from nursery to reception and from reception to the year one. Summative reports about individual children are produced at the end of both the nursery and Reception years. These are shared with the parents. Progress and termly targets are shared with parents during termly parents meetings.

From September 2015 the foundation stage undertook the government initiative for baseline assessment on entry into the reception year. The accredited Early Excellence baseline (EExBA) is the chosen model. It will be used to help inform children's level of development and attainment on entry, in line with local and national data provided from EExBA. This will be used until further direction from the DFE Standards and Testing Agency.

Foundation Stage and ICT

The use of ICT, with clear learning objectives, enhances and supports the teaching and learning within the foundation stage. It offers ways of impacting on learning which are not possible with conventional methods such as the interactive white boards, computers and Ipads. These are used constantly to improve the teaching and learning of all the pupils in imaginative and exciting ways.

ICT is used independently by all children within the foundation unit through a variety of hardware and software. There is an assortment of programmes specific for the foundation stage to develop all the seven areas of learning as well as improve ICT skills. ICT is also evident through other hardware such as Ipads, computers, CD recorders, digital cameras, bee bots, remote control cars, digital microphones and other electronic toys.

ICT is specifically planned in the long-term, medium-term and short-term planning as well as the child initiated learning. Key skills are developed over the year to improve ICT learning and attainment. It is used to support the delivery and the learning of all seven areas of learning.

Foundation Stage and inclusion

Within the foundation stage every child matters and they are given every opportunity and support in order for them to achieve their potential. This is done by taking account of the children's range of life experiences when planning their play and learning. The foundation unit strives hard to meet the needs of those pupils with

special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. All the necessary steps are taken to achieve this. [For further details, see relevant policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language \(EAL\).](#)

When progress falls significantly outside the expected range, the child may have special educational needs or be gifted and talented. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation and so further action can be taken to enable the child to learn more effectively and improve attainment. Assessment against the EYFS objectives allows staff to consider each child's attainment and progress against expected age related objectives. The Early Years developmental journals are sometimes used to help measure smaller steps of progress. This ensures that teaching and learning is matched to the child's individual needs.

Intervention through SEN Support will lead to the creation of an SEN Support Plan for children with special educational needs. The plans may include, as appropriate, specific targets relating to literacy, numeracy or behaviour. These are shared with the parents.

Pupils who are not making the required progress undertake specific intervention. Within the foundation unit there are a number of intervention groups. For both the nursery and reception English speaking and listening intervention is provided for those children with significantly difficulties and for those with English as an additional language. Specific groups are arranged for speaking and listening, phonics, handwriting and number work in both nursery and reception.

Resources

There is a wide range of resources available for the implementation and the delivery of the EYFS. The areas of provision within the unit form the basis of the curriculum for all the nursery and reception children. The resources are well organised, clearly labelled and of a very good quality and quantity. They are stimulating, clean, well maintained and stored safely within the unit. Children have access to a vast range of stimulating resources that allows independence, responsibility and ownership by the children. The learning environment is planned both for indoors and outdoors with resources reflecting their life experiences and the wider world. It is free from stereotypical images and discriminatory practise. The local community and school environment is a rich resource exploited for its teaching and learning opportunities.

Monitoring and Review

The coordination and planning of the foundation stage is the responsibility of the EYFS Phase Leader who:

- is an overall inspirational, visionary, creative and motivational lead
- supports colleagues in their teaching,
- by keeping informed about current developments in the foundation stage and by providing a strategic lead and direction for this subject,

- gives the head teacher regular feedback in which to evaluate the strengths and weaknesses within the foundation stage and indicates areas for further improvement; provides effective action planning,
- uses specially allocated management time to review profiles, planning, pupils work and lead moderation of the seven areas of learning,
- Coordinate links with the subject coordinators to moderate aspects of the seven areas of learning and inform the subject coordinators of how their subject is represented within the foundation stage and the EYFS.
- Link with the LEA and pyramid schools to moderate the foundation unit profiles and judgements across the seven areas of learning. Moderation of the seven areas of learning ensures that assessments, observations and judgements against the EYFS statements and exemplification materials, ensuring they are coherent and accurate by all staff. This takes place termly within the foundation unit and also through cluster meetings with other settings. The LEA currently holds statutory annual moderation courses.
- Every fortnight the whole foundation unit staff meet to discuss recent issues that have arisen within the unit and appropriate action is taken. Shared observations provide clear next steps for planning and assessments.

A named member of the school's governing body is briefed to oversee the teaching of the foundation stage: Mrs J Nassau

This policy will be reviewed at least every three years.

DH
June 2016