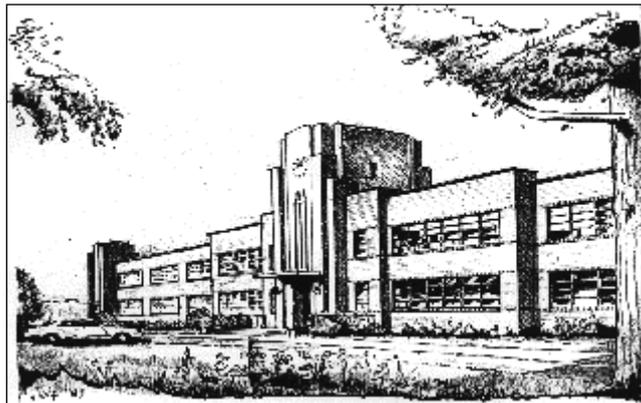


# William Torbitt Primary School



## **Early Years Foundation Stage Policy**

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## EARLY YEARS FOUNDATION STAGE

'Every child deserves the best possible start in life and support that enables them to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.' *Statutory Framework for the Early Years Foundation Stage* (Department for Education, 2014)

Early childhood is the foundation on which children build the rest of their lives. At William Torbitt Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Early Years Foundation Stage to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents / carers and EYFS practitioners work effectively together to support children's learning and development.

### AIMS

The principles which guide the work of all early years practitioners are grouped into four themes:

- **A unique child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and / or a key person.
- **Enabling environments** - the environment plays a key role in supporting and extending children's development and learning.
- **Learning and development** - children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

At William Torbitt we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents / carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

## LEARNING & DEVELOPMENT

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the *Statutory Framework for the Early Years Foundation Stage* document (Department for Education, 2014).

The seven areas of learning and development are:

- Prime area – Personal, Social and Emotional development ( PSED) – making relationships, self confidence and self awareness and managing feeling and behaviour.
- Prime area - Communication and Language (CL) – listening and attention, understanding and speaking
- Prime area - Physical development ( PD ) - moving and handling, health and self care
- Specific area – Literacy – including reading and writing (L)
- Specific area – mathematics – includes number, shape, space and measure
- Specific area – Understanding the world – people and communities, the world and technology
- Specific – Expressive arts and design – exploring and using media and materials, being imaginative

At William Torbitt we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. Our Teaching and Learning Policy defines the features of effective teaching and learning in the EYFS just as much as it does the teaching in KS1 and KS2.

Teaching in the EYFS takes into account;

- Providing opportunities for children to develop characteristics of effective learning- playing and exploring, active learning/ motivation and creating and thinking critically.
- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of wellbeing and achievement.
- The understanding that teachers have of how children develop and learn.
- 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 that helps children work towards the Early Learning Goals throughout the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The need for effective learning to take place both indoors and outdoors.
- The careful monitoring of progress which is shared with parents.

## **PLANNING**

Good planning is the key to making children's learning effective, exciting, varied and progressive. Planning demonstrates how the principles of the EYFS are put into practice in conjunction with information gathered about the needs and interests of the children.

### **Long-term planning**

Themes are planned for the academic year where core books are chosen to support the chosen IPC unit. A broad and balanced curriculum is achieved through well-chosen IPC units to engage children in their learning.

### **Medium-term planning**

Medium term planning takes into account the Development Matters document ( Department for Education, 2012) to ensure that the seven areas of learning are delivered in accordance with the age appropriate bands found within each class. Activities will be matched to the individual child's stage of development in all areas of learning.

### **Short-term planning**

Specific learning intentions are formulated and are delivered through well differentiated activities in order to meet the needs of the children on a daily basis. All the areas of learning are planned for both inside and outside the classroom with opportunities for children to learn in the wider environment. We follow the Letters and Sounds document to plan for and support the delivery of well-structured phonics lessons and the Redbridge Agreed Syllabus is used to plan for Religious Education.

## **ASSESSMENT, RECORDING & MONITORING**

Children are observed taking part in child initiated, child led and adult focussed activities giving a thorough picture of the achievements of each child. This enables us to plan the next steps to meet their development and learning needs.

### **On entry assessment**

Following a short settling in period, all observations and evidence gathered will be used to provide a baseline as a starting point for each child using the Development Matters Document. For Reception children, this information is gathered in the Prime areas of learning with Literacy and Mathematics. In Nursery, this gathered using the Prime areas of learning only.

### **Continuous assessment**

EYFS staff will be collecting electronic evidence using iPads. This will detail children's individual achievements throughout the academic year. The information is stored in the 2Build a Profile programme and staff use this information to plan for whole class and individual 'next step' learning.

This type of assessment informs everyday planning and is based on the continual observations and assessment of each child's achievements, interests and learning styles. Continuous assessment may take the form of anecdotal observations, focused observations, other focused assessments eg number, annotated examples of work, photographs, and information from parents. Each child has an individual Learning Journal in which their creative and child initiated evidence is stored ( eg mark making, independent pieces or writing, paintings.).

### **Summative assessment**

The Development Matters document (Department of Education, 2014), details Early Learning Goals to be achieved in each area of learning by the end of the Early Years Foundation Stage ( Reception ). The evidence from continuous assessment , alongside teacher judgement, is used to secure their final attainment level ( 1= emerging, 2= expected and 3=exceeding) In order to ensure accuracy in levelling, all teachers are involved in internal moderation and moderation with other schools in the borough.

For further information see the Assessment Policy.

## **EYFS LEARNING ENVIRONMENT**

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult led and child initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, ' Statutory Framework for *Early Years Foundation Stage* (Department of Education,2014).

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. The inside and outside environments encompass a variety of different areas for children to develop their learning through play. Children are encouraged to become independent learners supported by the whole school initiative of the 8 Personal Goals. Classrooms are set up to encourage the independent use of resources with clearly marked visual labels. Role play areas are literacy rich and reflect the current theme clearly. Books areas are attractive and inviting with a range of high quality fiction and non-fiction texts. The outdoor area allows pupils learn on a larger scale including water, sand and construction play. Purposeful writing opportunities are created both indoors and out to promote the love of literacy. High quality, language rich interactive displays are encouraged in all areas of the EYFS (please also see the Display Policy)

## **ADMISSION & TRANSITION**

### **Admission to William Torbitt Primary School Nursery**

We adhere to the Redbridge Policy for Nursery admissions. Application for inclusion on our Nursery waiting list can be made at the school.

### **Admission to William Torbitt Primary School**

We adhere to the Redbridge Policy for school admissions. Places are allocated by Admissions and Awards and Lynton House, Ilford and not by the school.

### **Induction**

Towards the end of the summer term, all new Nursery and Reception parents are invited to the Nursery / Reception intake meetings. This is an opportunity to hear about school policies and procedures and curriculum information regarding EYFS.

All Nursery children are visited by the Nursery Teacher and Nursery staff prior their start date in September. Contact details are taken, information regarding the child's relevant medical history and any concerns the parents may have are documented. The Nursery teacher explains the settling in process and how the parents can stay with the children until they are settled.

New Reception children are invited to attend a session where they can get to know their new teacher and their classroom environment.

In September, each Reception teacher will arrange for a 1:1 meeting every pupil in their class and their parents. These meetings will take place during the initial weeks of part time transition into full time education. During these meetings, the teachers will be able to find out what the children's interests are, what prior Nursery experience they have and any specific needs of the pupils and will give the parents an opportunity to sign the relevant school paperwork.

### **Transition**

#### **Nursery to Reception**

Children will be given opportunities to meet the Reception team and explore the Reception learning environment towards the end of the summer term. This would include having story times with the Reception teachers and the children visiting the new environment.

## **Reception to Year 1 transition**

Reception and the Year 1 teachers work together to make the transition from EYFS to KS1 as smooth as possible.

- Individual Learning Journals, mathematics and literacy books are passed on to Year 1 teachers.
- An EYFS Profile end of year class summary is passed on to Year 1 teachers including details of the children's characteristics of effective learning.
- Reception and Year 1 teachers meet to discuss individual needs of children in July at the progress meetings.
- Reception children visit their new Year 1 class and teacher for a short session in July.
- The 'Letters and Sounds' national approach to phonics and spelling is continued throughout Years 1 and 2.
- There is a similar structure to the school day during the autumn term when the children move into Year 1.
- There is an overlap in approach and routines, eg fruit time, behaviour systems, timetables etc.
- Where possible, the Year 1 children continue to enjoy practical learning experiences which gradually becomes more formalised towards the end of the academic year.

## **HOME / SCHOOL LINKS**

"Children's learning is helped when they feel safe and secure and when their parents and the people in settings they attend work together to ensure that the child's needs are met. " Early Years Matters ( 2015)

We aim to develop this by:

- Outlining the EYFS curriculum to parents / carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home.
- Newsletters are sent home each term to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this.
- Parents / carers are asked to complete the home / school agreement. A copy is given to parents and a copy is kept on file in school.
- Organising a home visit for children starting Nursery in September.
- Organising a starting school meeting for children starting Reception in September.
- Offering parents/carers an opportunity to come and discuss concerns and developments.
- Sharing progress at school through annotated photographs and encouraging parents to comment on their child's Learning Journal.
- Encouraging parents / carers to listen to their child read each night and to comment on reading progress in a home / school reading diary.
- Discussing individual children with parents / carers at consultation evenings.
- Providing an annual written report to parents / carers in July summarising the child's progress.
- Holding open days and workshops to enable parents / carers to work alongside their children.

## **EQUAL OPPORTUNITIES**

At William Torbitt Primary School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information see Equal Opportunities Policy.

## **INCLUSION**

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs.

Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The SENDCO and class teacher would discuss these targets with the child and his / her parents / carers. Progress is monitored and reviewed regularly. The school's SEND Coordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see Special Educational Needs Policy.

## **PERSONAL CARE**

Please refer to the Personal Care Policy with reference to changing, health and hygiene.

## **SAFEGUARDING**

Please refer to Safeguarding Children Policy.

## **HEALTH & SAFETY**

Please refer to Health & Safety Policy with specific reference being made to risk assessment and medical needs (first aid training).