



# Sandhurst Primary School

## Early Years Foundation Stage Policy

**Children are the centre of all we do.**

### 1 Introduction

In school, the Early Years Foundation Stage applies to children from the age of three (Nursery) to the end of the Reception year. Key Stage 1 begins at the beginning of Year 1. The Early Years Foundation Stage (EYFS) sets the standards to ensure that children learn and develop well and are kept healthy and safe. The EYFS promotes teaching and learning to ensure ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early years education we offer our children is based on the following four guiding principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates.** The early years provision is for all children in early years, including children with special educational needs and disabilities.

### 2 Aims of the Early Years Foundation Stage

The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:

The Prime Areas:

- Personal, Social and Emotional Development -
- Physical Development -
- Communication and Language – Listening, Understanding and Speaking

The Specific Areas:

- Literacy - Reading and Writing;
- Maths – Numbers and Shape, Space and Measures
- Understanding the World
- Expressive Arts and Design

Through these educational programmes children work towards the early learning goals, developing knowledge, skills and understanding that most children should have by the end of Reception.

### 3 Teaching and Learning

Our policy on teaching and learning is based on the detailed guidance contained in the Statutory Framework for the Early Years Foundation Stage (2012).

In planning and guiding children's activities, all staff reflect upon the different characteristics of learning and they reflect these in their practice. The three areas of effective practice are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (DFE 2012)

The following general features of good practice underpin our approach to teaching and learning in the Early Years Foundation Stage:

#### **Setting the Standards**

- the three prime areas are crucial to igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk and other means of communication;
- the provision for children to take part in activities that build on and extend their interest, and develop their intellectual, physical, social and emotional abilities;
- the support for learning, with appropriate and accessible space, facilities and equipment both indoors and outdoors

#### **Providing for Equality for Opportunity**

- We ensure that every child is included and supported in their development through:
  - the understanding that staff have of how children develop and learn, and how this must be reflected in their teaching, to support, stretch and challenge all children;
  - the work we do with other agencies to support children's specific needs, to remove or help to overcome barriers for learning

#### **Creating the Framework for Partnership**

- The partnership between staff and parents / carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- The good relationships between our school and the other educational settings that our children experience prior to joining our school

#### **Improving Quality and Consistency**

- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS;
- The regular identification of training needs for all adults working with the EYFS.
- Clear aims for our work, and the regular monitoring of our work to evaluate and improve it

#### **Laying a Secure Foundation for Future Learning through**

- Learning and development opportunities which are well planned around the needs and interests of each individual child, we aim to ignite and inspire children to learn
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents / carers;

- The liaison in the Summer Term between Reception and Year 1 teachers to ensure a smooth transition to Key Stage 1

## 4 Play

Play is central to the Early Years Foundation Stage curriculum at Sandhurst. Play is fun, active and absorbing; through play, children are motivated to learn and will put them in charge of their learning.

Through play, our children have the opportunity to:

- explore and develop the learning experiences that help them make sense of the world;
- communicate with others as they investigate and solve problems;
- practice and build up their ideas and emerging skills;
- develop social skills – learning self-control and begin to understand the need for rules, coming to terms with themselves and other people in the world;
- think creatively both alongside other children and on their own;
- express fears in controlled and safe situations, alleviating frustrations and working through worrying experiences.

## 5 Inclusion in the Early Years Foundation Stage

In our school, we believe that all our children matter. 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 learning see our policy on SEN and EMAS.

In the EYFS, we set realistic and challenging expectations that meet the needs of all our children, so they achieve most of the Early Learning Goals by the end of Reception. Some children will progress beyond this point. We aim to achieve this by planning to meet the needs of all children irrespective of gender, ability, disability, ethnicity, social and cultural background and those from diverse linguistic backgrounds, promoting equal opportunities for all.

We aim to meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, 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 opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children;
- monitoring children's progress, and providing support as necessary.

## 6 The Curriculum

Our curriculum for the Early Years Foundation Stage reflects the seven areas of learning identified in the Statutory Framework for The Early Years Foundation Stage. Our children's learning experiences enable them to develop competency and skills across a number of learning areas through a well-planned

integrated curriculum, with activities that provide children opportunities to develop competencies, skills and concepts across more than one area of learning.

The teaching and continuous provision in the Early Years Foundation Stage will encourage the children to investigate and plan their own learning. It will encourage children to become independent thinkers and learners, where they make decisions and conclusions about different topics. This will be achieved by providing opportunities to learn both indoors and outdoors in practical, play activities.

The Statutory Framework, Development Matters, including the Characteristics of Learning and Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Our long-term planning ensures a broad and balanced curriculum for all the children in the Early Years Foundation Stage. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes, for children working towards Development Matters, Early Learning Goals, and for those working towards the National Curriculum.

At Sandhurst, we maintain links between Nursery and Reception by:

- co-operative planning based on cross-curricular themes
- movement of staff between the classes. Nursery Nurses rotating between Nursery and Reception
- half-termly phase meetings
- shared resources and ideas
- joint policy on curriculum planning and assessment
- joint learning opportunities (e.g. singing and cooking)

## 7 Assessment

Throughout the Early Years Foundation Stage, regular assessments and observations take place to establish the development of individual children and to inform future planning. We understand that assessment plays an important part in helping parents carers and staff to recognise children's progress, understand their needs and to plan activities and support.

Children are observed under the seven curriculum areas:

The Prime Areas:

- Personal, Social and Emotional Development -
- Physical Development -
- Communication and Language – Listening, Understanding and Speaking

The Specific Areas:

- Literacy - Reading and Writing;
- Maths – Numbers and Shape, Space and Measures
- Knowledge of the World
- Expressive Arts and Design

Observations will reflect on each individual child's characteristics of learning with next steps being identified to move them forward in their thinking, understanding and development across all integrated areas of learning.

### **ON ENTRY ASSESSMENT**

Within the first six weeks of a child starting school an On Entry Assessment is undertaken and moderated to ensure accuracy of judgements for stages of development for each child on entry. Until further Government guidance we will continue to use Development Matters to plot children on entry through to the end of Reception.

### **FORMATIVE ASSESSMENTS**

Daily formal and informal observations take place to assess each child's progress within development matters and are recorded in the child's individual Sandhurst EYFS Profile.

Daily evaluations take place, where observations that are more informal are discussed. Formal and informal observations feed into medium and short term planning and individual next steps are decided from these observations.

Close partnership between parents and carers continue through the daily contact during EYFS sessions, open evenings and through formal parent/teacher consultation to discuss their child's progress and to agree on next steps.

### **SUMMATIVE ASSESSMENTS**

The EYFS Profile is an ongoing assessment, which is completed throughout the nursery and reception years. Written information and record sheets are passed from the nurseries to the Reception class teacher and from the Reception class Teacher to Year one. The EYFS teachers meets with the EYFS Leader to discuss the children's progress at termly SLT Link meetings.

The EYFS Profile begins in nursery, added to each term, and completed by the end of the EYFS. On entry to EYFS at Sandhurst Primary School, the seven areas of learning are assessed using Development Matters statements to develop an initial overview of children's abilities. These seven areas of learning are regularly assessed through both teacher and child initiated activities in the form of observations and evaluations. These assessments are then inputted onto Scholarpack regularly and progress tracked over the year.

### **END OF EYFS ASSESSMENTS**

The final Statutory EYFSP assessments are made at the end of Reception and are sometimes moderated by the local authority.

### **REPORTS**

All children in the EYFS receive an annual report in July. These reports offer brief comments on each child's progress and attainment in all area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress and achievement in the characteristics of learning.

## **8 The Role of Staff**

The role of the adults in the EYFS is important. They will direct, support and encourage learning by:

- planning and resourcing a challenging learning environment indoors and outside
- encouraging high quality interactions, questioning and responding
- setting high expectations in all areas
- working with and observing children
- sharing knowledge gained with other practitioners and parents / carers
- using their skills, training and experience to respond to the needs of individual children
- observing, listening and responding when the children are doing child initiated play/activities
- developing their language and ideas to deal with situations

The EYFS Leader will lead the Early Years Foundation Stage team:

- encouraging the Nursery and Reception class staff to work together to develop a shared philosophy
- setting standards and expectations

- explaining, protecting and promoting early years practice within, and beyond, the school
- monitoring and evaluating attainment, practice and staff development

## **9      The Role of Parents / Carers**

We believe that all parents / carers have an important role to play in the education of their child. We recognise the role that parents / carers have played, and their future role, in educating the children. We do this through:

- talking to parents / carers about their child before their child starts in our school; visiting all Nursery children in their home prior to their starting school;
- giving the children the opportunity to spend time with their teacher before starting school;
- inviting all parents / carers to an induction meeting during the term before their child starts nursery or reception;
- an open door policy to encourage parents / carers to talk to the child's teacher if there are any concerns. This is in addition to more formal opportunities to discuss progress with the teacher at open evenings;
- offering parents / carers opportunities to talk about their child's progress across the foundation stage;
- having flexible admission arrangements that enable children and parents / carers to become secure, and by allowing time to discuss each child's circumstances;
- arranging for children to start school over the first few weeks of term. We stagger the starting time of each child over this period, so that the teacher can welcome each child individually into our school.
- encouraging parents / carers to stay if there are problems with the child's admission;
- organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers;
- offering a range of activities that support the involvement of parents / carers. There is regular communication with home through discussion and newsletters. We invite parents / carers to curriculum meetings to discuss the kind of work that the children undertake in the foundation stage.

## **10     Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **11     Monitoring and Review**

This policy is monitored by the governing body, and will be reviewed in three years, or earlier if necessary.

**Signed:**

**Date: September 2020**  
**Next Review September 2021**