



*Learning for Life*

**Fawbert & Barnard's Primary School**

**Early Years Foundation Stage Policy**

Ratified by Governors: November 2018

Latest Reviewed: January 2022

Policy to be reviewed as required or by: January 2025

## **Aim**

At Fawbert & Barnard's Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS framework '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.'

The following documents should be read in conjunction with this policy: Admissions Policy, Health, Safety and Well-being Policy, Equality & Diversity Policy, Behaviour & Discipline Policy and Learning and Teaching Policy.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

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 with teaching and support from adults**, who respond to their individual needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

## **Induction Procedures**

The induction process starts before the beginning of the children's academic year. We will arrange a conversation with every child's pre-school for staff to share necessary information. The children have the opportunity to visit the school in the summer term and meet their teacher and see their learning environment. The class teacher will arrange a home visit in the summer term prior to starting school. There will be a phased entry where the children build up to full-time education.

## **Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and carers
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

## **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

At Fawbert & Barnard's Primary School we support children in using the three characteristics of effective teaching and learning. These 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.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication, and physical development.

As a team, we write long term and medium-term plans using the EYFS Profile based on a series of half-termly topics each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Children have whole group and small group focused activity times which increase as they progress through the EYFS. Daily maths and phonics are also timetabled in from when the children start in September. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free flow between inside and out.

### **Observation and Assessment**

When children start at Fawbert, and Barnard's every child is assessed using the statutory baseline assessment which came into effect in September 2021.

As part of our daily practice, we informally observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute, and discussions take place. Significant observations of children's achievements and work are recorded on 'Tapestry' the children's online learning journal which parents have access to.

Within the final term we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

## **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

## **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## **Parents as Partner and Carers**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care. We use an online system for recording a child's learning, called Tapestry and we share this with parents and carers so they can also contribute to the system to share experiences their child has outside of school. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. Open afternoons are held regularly for parents to attend and look at what children have been learning. Workshops in phonics, writing and maths are also held where parents can find out more about what their child is learning and how they can support them at home.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

## **Transitions**

Transitions are carefully planned for, and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.

In the final term at Fawbert & Barnard's, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. A transition leaflet - see appendix A, is given to parents.



## Moving up to Year 1

Your child will be moving up into Year 1 from September and this leaflet explains some of the changes that will take place. Children have been preparing for their transition to help them adjust to these changes.

### Tapestry

Tapestry will no longer be used. You will have the opportunity to download and save your uploads should you wish. Details of how to do this before they are deleted from the system will follow before the end of term. In Year 1 we use Seesaw to share work, information will be given in the Autumn term.

### Class Page

Our class page will continue to be used for notices, upcoming class events, reminders and routines. Homework will also be uploaded onto the relevant tab. Other information such as contacting the teacher; curriculum; gallery; star of the week and timetables can also be found on this page.

### Teaching & Learning

Our teaching and learning will follow the national curriculum and be more classroom based than the previous year's free flow. New topics will be introduced such as History, Geography, RE, and Computing.

## Open Door

We continue with our "Open Door" policy. If you have any concern, please let us know by using the class e-mail [year1@fawbert-barnards.essex.sch.uk](mailto:year1@fawbert-barnards.essex.sch.uk) from September 2021.

We will then contact you or arrange a meeting at a mutually convenient time.



*Learning for Life*

Fawbert & Barnard's Primary  
School

Transition from Reception to Year 1



## Assembly

Children will now be attending assembly on a daily basis.

## Snacks & Playtimes

Children will still be entitled to our free fruit and vegetable scheme which will be available at the morning playtime break.

The option of milk during the day will no longer be available.

Playtimes will take place on the main playground or in the school meadow. The school field is available during the Summer term.

## Lunchtime

Lunchtimes will now be on a rota basis and although they will attend our first sitting, will not be the very first in the queue.

You are still entitled to the universal free school meal and these are pre-ordered two weeks in advance by using the parentmail form system.

Once the children have finished their meal, they will be able to make their way to the playground to play.

# Looking forward to seeing you all in Year 1

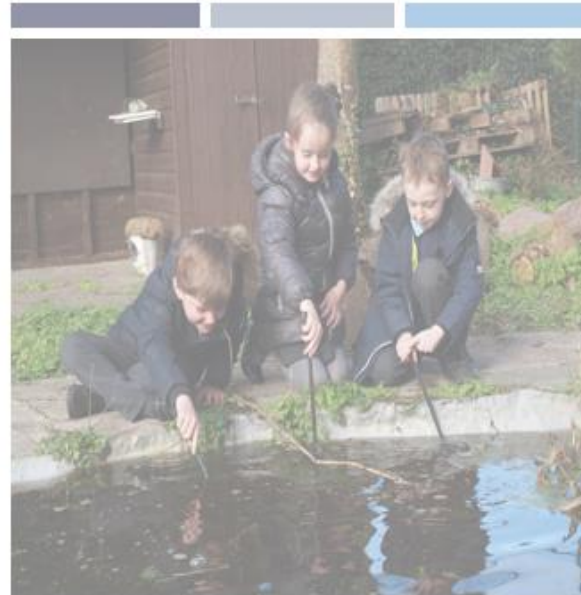
## Phonics

Phonic sessions will continue with children completing a phonics screening in the summer term.

## Parent Reading

Reading is important to us and we will be opening our doors on specified days to give you the opportunity to come in and read with your child – provided COVID-19 allows this.

These will be changed each half-term to allow all parents to take part during the year.



□