



Learning for Life

Fawbert & Barnard's Primary School

Early Years Foundation Stage Policy

Ratified by Governors: November 2018

Reviewed: October 2020

Review Date: January 2022

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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

There is a new statutory framework being released in September 2021. At Fawbert & Barnard's we are piloting this new framework during 20/21.

Induction Procedures

The induction process starts before the beginning of the children's academic year. We will arrange a visit to a child's pre-school to observe the child in a familiar setting and for pre-school 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 at the beginning of September. 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

Due to COVID-19, we have adapted these arrangements to be virtual meetings and for smaller groups of children to visit the school for an afternoon, to meet their teacher.

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 and exceed 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 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 times which increase as they progress through the EYFS with times for a daily phonics session.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

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

As part of our daily practice we 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 collated in their own personal learning journey, which are shared with parents.

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.

Since September 2019, we have taken part in the pilot baseline assessment that becomes statutory in September 2021.

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.

Inclusion

Please see our Inclusion policy.

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. Learning 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. Children attend introductory sessions to Fawbert & Barnard's to develop familiarity with the setting and practitioners. Home visits are carried out at the start of the Autumn term before the children start their schooling. This leads to a phased induction for all children over the first two weeks of the Autumn term. During 20/21 due to COVID-19, home visits were carried out virtually.

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.

This policy will be updated in January 2021 to reflect the new statutory framework and compulsory baseline assessment.

