

Early Years Foundation Stage Policy 2021

Office use

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Associated documents:			
Links to:			

Introduction

This Policy has been drafted by the Foundation Stage lead teachers and agreed by staff and governors. Our Policy will at all times follow the Equal Opportunities Policy and the Policy for the Promotion of Racial Equality. At the core of all our policies is our school vision.

Inclusion / Equality

At Samuel Barlow Primary Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of age, race, gender, gender

identity, disability, sexual orientation, religion or belief and socio- economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life

Academically able children are assessed by focused tasks and observations.

Safeguarding

There is a whole school policy on Safeguarding and Child Protection. This document serves to add detail to areas pertaining particularly to the Early Years in compliance with the Early Years Statutory Framework document. The schools designated Safeguarding Leads are Mrs Sarah Kahler, Mrs Hannah Crosby, Mrs Louise Shiel and Mrs Joanna Crook. All staff attend regular Safeguarding updates and are up to date with Safeguarding training.

Aims

In the Foundation unit we aim to:

- Provide a setting that recognises the importance of '*a unique child*' in which all children feel *safe, happy and secure* and *develop skills for the future* as well as a sense of wellbeing and achievement.
- Provide an appropriate and carefully planned curriculum that acknowledges that children '*learn and develop*' in different ways and different rates and that all areas are equally important and interconnected.
- Provide a welcoming, stimulating and '*enabling*' learning environment that is well planned and organised with ample space for play and *active* learning both indoors and outdoors.
- Provide an approach to learning that emphasises talk and play where practitioners make sensitive and appropriate interventions and observations and where '*positive relationships*' are nurtured between the children and their '*key person*'.
- Provide a balance between adult-led and child initiated activities so children develop independence and self-management skills and become confident, critical and creative learners.
- Build good relationships with parents and work in partnership with them.
- Ensure all children develop their full potential, adopt healthy lifestyles and have equality of opportunity.

Admission

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, children can join us in Nursery in the term after their third birthday and full time in Reception in the September following their fourth birthday.

We offer up to 78 part time places in Nursery. The children can attend 15 hours; either 5 morning or afternoon sessions each week.

We offer places for children that are eligible for the new 30 hour entitlement. We have 40 full time places for Reception children.

Places for Admission to Nursery are allocated termly according to birthdates.

Admission to Reception is determined by the Local Authority. Having a place in Nursery does not therefore automatically entitle a child to a place in Reception.

Teaching and Learning / Organisation

To achieve effective teaching and learning we endeavour to:

- Plan a relevant curriculum that builds upon the interest of the child as well as **knowledge, skills, understanding and attitudes** that children need to learn during the Foundation Stage in order to achieve the Early Learning Goals at the end of Reception.
- Focus on the **three prime areas** as the children enter Nursery, ensuring that these areas remain a priority throughout the Foundation Stage.
- Ensure that our planning includes activities to promote the **Characteristics of Effective Learning** as stated in the guidance 2021 (Playing and exploring/ Active learning / Creating and thinking critically.)
- Provide separate teaching bases/ key groups for Nursery and Reception children so that focused teaching and learning can be achieved.
- Ensure there is quality **continuous provision** for all ages and abilities which encourages independent choice and allows children to revisit practise and repeat activities to deepen knowledge and understanding
- Ensure there are opportunities for children to access quality provision both in and outdoors and engage in activities directed by adults as well as those initiated by themselves.
- Ensure practitioners observe and **respond appropriately** to children and know when and how to intervene to promote next steps in learning.

Planning

We plan from 'Development Matters in the Early Years Foundation Stage (EYFS) Sept 2021

Planning is divided into long, medium and short term. Long term plans state topics to be covered throughout the year. Medium term plans show which learning objectives are being taught and short term plans show specific activities to meet objectives and are adaptable to meet the needs and interests of the children.

There is a mixture of directed and free choice activities and children are monitored to ensure a balance programme is accessed. As the children get older activities are more adult directed in order to prepare the children for transition into Year 1.

Assessment, recording and reporting to parents

Continual formative assessment is carried out in the form of observational assessments of children's interactions in and around the setting. These assessments link to the developmental milestones in EExAT tracking tool. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. Photographs and videos are also taken and used, along with observations to track and monitor each child's progress over time against the significant milestones. These are used to create learning journals which celebrate achievements throughout the year and are shared with parents at the end of the year.

Parents play an important role in our observation and assessment and are given opportunities to discuss the development of their child at regular parent consultations. Nursery parents are invited to termly 'drop in sessions' for an informal chat with their child's keyworker and are invited to attend a more formal meeting before transition into Reception. In addition, parents are invited to contribute to the assessment process by contributing to their child's home learning journal.

At the end of their Reception year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Children will be assessed as 'emerging' or 'expected' against the 17 Early Learning Goals and information is reported to the Local Authority.

Key workers have daily contact with parents and parents are encouraged to share important information concerning their child whenever appropriate. We have an open door policy.

Provision for pupils with special educational needs

In line with our Special Needs Policy we aim for the early identification of specific learning needs. Parents are informed immediately of any concerns. Through effective monitoring provision is adapted to meet needs of children including identification of small steps and individual targets and specific interventions. Parents are informed and targets shared with them. Support may involve providing additional adult support.

In Nursery the focus is very much on adapting the provision for individual needs.

Partnership with Parents

Positive Relationships

At Samuel Barlow Primary Academy we recognise that children learn to be strong, confident and independent as a result of being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. To develop positive relationships we have a key worker system in Nursery which enables children to settle quickly and confidently and supports parents in this important period of transition.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Parent 'welcome' meetings prior to children starting school.
- Inviting all parents to take part in a comprehensive 'parents as partners' programme the term before starting school which offers both parents and children the opportunity to spend time in the Foundation Stage getting to know staff and other children before starting school and fostering good relationships and communication between home and school.
- Operating an open door policy for parents with any queries.
- Sharing the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents in valuing and celebrating contributions on each child's learning journal.
- In Reception offering two parent/teacher consultation evenings per year
- In Nursery offering termly 'drop in' sessions for 1:1 informal chats with child's key worker □
Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities and means of communication throughout the year that encourage collaboration between child, school and parents and involving parents in their child's learning ie weekly clever fingers sessions, termly family days, termly parent planner, up to date webpage with information, Foundation Stage noticeboards, and shared homework.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have very strong links Pre-school and have regular contact formal and informal in order to discuss each individual child and their transition process into school as well as share ideas and resources

Links with other agencies

- Visits/advice sought from Speech and Language Therapists
- Provide frequent placements for students
- School Nurse
- Pre-school support services / Surestart
- Courses for parents
- Social Workers
- Behaviour support

Staff

At the time of writing this is as follows:

Foundation Stage Teachers: Mrs Heidi Warnes & Miss Alex Hampshire (Reception)

Miss Sarah Prosolek (Nursery)

Mrs Sarah Rigley (PPA cover – nursery and reception)

Foundation Stage Teaching Assistants: Miss Kathy Taylor, Ms Tara Kay, Miss Kayleigh Vardy

All staff are fully trained and regularly attend courses to keep abreast of current practice.

Complaints Procedure

- Parents are encouraged to discuss concerns with the class teacher in the first instance
- An approach can be made to the Foundation Leader or Principal if parents are not happy having spoken to the class teacher.
- The Governing Body can become involved in serious matters of complaint (there is a full Complaints Procedure should a copy be required)

Monitoring/Evaluation Practices

- Medium and Short Term planning is loaded on planning file on SharePoint and is monitored by subject leaders and the Early Years Lead.
- Classroom observations are carried out by Principal and Subject Leads
- Self-evaluation procedure is carried out by staff on a daily basis.

- Ofsted Inspections

Review

This policy will be reviewed annually.