



The Meadow Community Primary School and Pre-School

EYFS Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

Introduction	<p>'Every child deserves the best possible start in life and support 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.'</p> <p>Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012</p> <p>The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage year. At The Meadow Community Primary School children are admitted into preschool from two years old. They are admitted into full time schooling in the September following their fourth birthday. Early childhood is the foundation on which children build the rest of their lives. At The Meadow Community Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that 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.</p> <p>Intent</p> <p>"Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured"</p> <p>Development Matters in the EYFS</p> <p>Children will become independent and collaborative learners. They will be provided with a broad and balanced curriculum that will enable each child to develop their knowledge and understanding. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.</p> <p>Implementation</p> <p>The curriculum includes continuous provision both indoors and outdoors which enables frequent learning opportunities that are appropriate to each child's stage of development. Practitioners with a good understanding of child development know how to support children as they practice and refine their skills and knowledge in all areas of their learning and development. They support children, using teaching skills and a balance of adult-led and child-initiated experiences. Accurate and timely assessment ensures that activities provided suit children's needs and abilities.</p> <p>Practitioners know that individual children have made progress from their starting points. They are confident that the implementation of activities and experiences provided have met their intent at each stage of a child's development. They are confident that children have gained the knowledge and skills required for the next stage of their education.</p> <p>When planning for these opportunities teachers take into account:</p> <ul style="list-style-type: none">• The EYFS statutory guidance• Small steps learning• Learning styles
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	<ul style="list-style-type: none"> • Modelling of skills • Language and vocabulary development • Fine and gross motor skills • Prior experiences <p>Impact</p> <p>Children will have made progress and are working at the expected standard in all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of Foundation Stage. The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.</p>
<p><u>Aims</u></p>	<p>We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.</p> <p>At The Meadow Community Primary School we will:</p> <ul style="list-style-type: none"> • Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school. • Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence. • Use and value what each child can do, as each child is unique and special, assessing their individual needs and helping each child to progress. • Develop excellent relationships with parents and carers to build a strong partnership in supporting their children. • Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs. • Understand the importance of play in children's learning and development. <p>The early-years education we offer our children is based on the following principles:</p> <ul style="list-style-type: none"> • It builds on what our children already know and can do. • It ensures that no child is excluded or disadvantaged. • It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors. • It provides a rich and stimulating environment. • It acknowledges the importance of a full working partnership with parents and carers.
<p><u>Curriculum</u></p>	<p>Teaching in the EYFS setting at The Meadow Community Primary School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2014). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'</p> <p>The curriculum is centred on 3 prime areas of learning:</p> <ol style="list-style-type: none"> 1. Personal, Social and Emotional Development

	<p>2. Physical Development 3. Communication and Language Development</p> <p>Providers must also support activities through four specific areas which strengthen the prime areas. These are:</p> <ol style="list-style-type: none"> 1. Literacy 2. Mathematics 3. Understanding of the World 4. Expressive Arts and Design <p>The seven Areas of Learning and Development address children's physical, reasoning, language, social and emotional development and all Areas of Learning and Development are equally important, closely interlinked and dependent on each other. This ensures the delivery of a holistic, child-centered curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value. At the Meadow Community Primary School, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.</p> <p><u>Characteristics of Effective Learning</u></p> <p>We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:</p> <ul style="list-style-type: none"> • Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'. • Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. • Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.
<p><u>Planning and Teaching</u> Including: - inclusion for SEND</p> <p>Opportunities for Gifted, Talented and More Able children</p>	<p>The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Early Years Outcomes from the Early Years Foundation Stage document.</p> <p>All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused differentiated tasks and child initiated activities both indoors and outdoors. We have an outside learning space which children have access to each day. We require children to bring in clothing and footwear suitable for all weather conditions so children are protected and there are no barriers to learning. The outside area is an extension of the indoor learning environment and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices. At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays and on the website. Educational visits within the local community and further afield are also planned to support children's learning within the classroom.</p> <p>Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in their books and on Evidence me.</p>
<p><u>Assessment, Recording</u></p>	<p>During the first term in Foundation Stage, the teacher assesses the ability of each child using a baseline assessment and the new baseline test in the September when they start full time school.</p>

<p><u>and Reporting</u></p>	<p>These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.</p> <p>The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.</p> <p>Assessment in the Early Years takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps progress records and examples of each child's work.</p> <p>Tracking grids, Phonics and Maths assessments are updated at the end of each term. We record each child's level of development to be just working towards, comfortably working within or securely working within the Early Years Outcomes age-bands.</p> <p>At the end of the final term in Foundation Stage we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too in the end-of-year report. Parents receive an mid-year reports and an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.</p>
<p><u>Transition</u></p>	<p>Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.</p> <p>As parents and as early years practitioners, we can take steps to ensure that the transition into the early years setting goes as smoothly as possible. Research shows that when the settling in period is positive for the child, it can not only impact on their happiness throughout their time at the early years setting but also on how the child views future transitions. Children who have a positive start to their new environment are more likely to feel comfortable, relaxed and valued, feel good about themselves as learners and have a sense of belonging to the pre-school community. Most children settle in without too many concerns but there are some children who need more time to develop trust. Therefore, at The Meadow community preschool we offer an initial meeting with parents/carers and child to establish those very early relationships. During this meeting, we collate key information about the family and child which equips us with knowledge used when settling child at preschool. The meeting also gives the family opportunities to explore the new environment and become familiar with preschool. Children can then start preschool at various times throughout the academic year dependant on funding periods.</p>

	<p>Starting Foundation Stage Full Time- Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Foundation Stage curriculum. This is an opportunity for staff to</p> <ul style="list-style-type: none"> • Explain about uniform, PE kit and school dinners/ free school meals • Explain the arrangements for the gradual induction in to Foundation Stage New class sessions - The children are given an opportunity to come in to school to meet their new class teacher and other children in their class. Firstly they will spend a morning/afternoon in their new class. Parents are encouraged to 'stay and play' for this session. This means that before they join their new class in September the Foundation Stage environment is already a familiar place to them. Arrangements are also made for the children's new class teacher to visit them in their current nursery setting. Parents are also invited to a one to one meeting with a member of staff. <p>September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:</p> <ul style="list-style-type: none"> • During the first three days the children start school full time in the following order: First day summer born, second day summer and spring born, third day everyone. • After these three days the children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child. <p>Starting in Key Stage 1 (Year 1) - Throughout the Foundation Stage year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in whole school assemblies as well as sharing playtimes with the Key Stage 1 children. Children have the opportunity to meet their new class teacher and spend a day in their new class during the summer term.</p>
<p><u>Additional arrangements for children in receipt of 'Pupil Premium'</u></p>	<p>Children have small group work and one to one work with an LSA in all areas of the EYFS curriculum to meet their needs and small step learning.</p>
<p><u>Health and Safety (including e-safety and safeguarding, if applicable)</u></p>	<p>It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.</p> <p>Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.</p>
<p><u>Partnership with parents/carers</u></p>	<p>At The Meadow Community Primary School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and</p>

	<p>development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents. We value the role of parents as children's primary educators. Through regular, planned contact with parents and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. Parents are kept informed of what is happening in the setting through a week at a glance, reading records and informal conversations at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Whole school newsletters are also sent home on a monthly basis. Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the Autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent evening takes place during the Spring term where practitioners will feedback on children's learning and development progress. Other opportunities for practitioners to share children's learning, development and well-being with parents include end of year reports and celebration assemblies where children's achievements are recognised.</p> <p>Parents are invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading to support children's learning. Parents may be invited into the setting on other occasions such as special events for parent's for example a Mothering Sunday celebration, afternoon tea. The setting has a friendly, open-door policy and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.</p>
<p><u>Partnership with other agencies</u></p>	<p>We have close links with the other schools in our M.A.T</p>