



# ***Early Years Foundation Stage Policy***

***Effective February 2023***



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## **Summerlea C P School Early Years Foundation Stage Policy**

### **1. Introduction**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The majority of children join Summerlea School at the beginning of the school year in which they are five, therefore at Summerlea, the EYFS refers to the first year at school when children are in the Reception Class.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these seven areas of learning:

#### **The prime areas:**

- **Personal, Emotional and Social Development (PSED)**
- **Communication and Language (CL)**
- **Physical development (PD)**

The prime areas are important because they lay the foundations for children's success in all other areas of learning.

#### **The specific areas:**

- **Mathematics**
- **Literacy**
- **Understanding the World (UTW)**
- **Expressive Art and Design (EAD)**

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills.

At the end of the academic year practitioners will make judgements based on whether each individual child has reached a 'Good Level of Development' or GLD. This is achieved when the child has met the 'expected' standard for the prime areas as well as Literacy and Mathematics. Parents and carers will be notified through their child's annual report whether their child has reached a 'Good Level of Development' and the final judgements made against each individual Early Learning Goal.

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas, children will participate in a variety of activities, both with an adult and independently.



## 2. Learning and development

At Summerlea, our classrooms and outdoor environment are organised to allow children to explore and learn securely and safely. The seven areas of learning are clearly defined both inside and outside so that children are able to access learning opportunities independently. These are as follows:

- **Communication and language development** involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for children to be active and interactive; and to develop their motor skills as well as co-ordination, control, and movement. Children also learn to be independent with dressing and toileting.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others in order to form positive relationships. They develop social skills and learn how to manage their feelings.
- **Literacy development** involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). As well as developing a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.
- **Mathematics** involves a strong grounding in number. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

There are also three ‘characteristics of effective teaching and learning’ which support the development of the unique child in **how** they learn, focussing on the process rather than the outcome.

- **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;
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of the areas of learning are delivered through a well-planned, play based approach, with a balance of adult led and child-initiated activities. We plan for individual needs and interests and are continually adapting and changing our provision to suit the children.



We follow a half termly topic-based approach with an overarching ‘big question’ that drives our curriculum. Key texts are used as a starting point to our big question as well as to drive learning opportunities. We also follow the everchanging interests of the child, following their questions and interests.

At Summerlea we plan activities to equip children with the skills required to meet the Early Learning Goals by the end of Reception. The Early Learning Goals set out the expectations of what most children should achieve by the end of the Reception Year.

The main aims of the EYFS curriculum at Summerlea are based on the following seven key features of effective practice:

- The best for every child
- High quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnerships with parents

### **3. Links with other policies**

Reference is made to the following policies whilst planning and operating in the EYFS, therefore it is felt that a separate policy or statement is not required:

- Behaviour
- Anti-bullying
- eSafety
- Equal Opportunities
- Special Educational Needs (SEND)
- Child Protection
- Health and Safety

### **4. Teaching and Learning**

We recognise that all children develop at different rates and in different ways. We believe that the following features are examples of good practice in our school:

- The strong partnership between teachers and parents;
- Knowing each child as an individual in order to plan for their needs;
- The range of multi-sensory approaches used in order to provide first-hand purposeful learning experiences;
- The carefully planned, ever changing curriculum that helps children work towards the Early Learning Goals;



- The enhanced provision adapted daily for children to build on and extend their interests and skills;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The nurturing and caring approach adopted by every member of staff in Early Years ensuring children feel safe and secure whilst at school.
- The positive transitions from Pre-school to School and then from the Reception year to Year 1.

## **5. The Learning Environment**

Our ultimate aim is to create a safe and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences. Our continuous provision is designed to offer engaging, inspiring and challenging learning opportunities where children are able to access equipment and resources with a high level of independence. At Summerlea School, the children have access to a large, outdoor classroom. This allows the children opportunities to explore, use their senses and be physically active. Throughout the year the children have free flow access to all of the learning areas and can choose where they would like to learn; this includes every classroom and outside area which is available to use at all times. Structure is then gradually built in to continuous provision across the year where the children are expected to take part in more group or whole class inputs as well as regular adult directed tasks. We are continually adapting and evaluating our Early Years provision and make changes where necessary in order to meet the needs of the children. We adapt our enhanced provision regularly in order to excite and enthuse the children. This is often linked to an interest expressed by them.

## **6. Assessment**

At Summerlea School we use Class Dojo which allows all of the Early Years staff members to take photographs and make observations of the children when they are involved in quality learning opportunities. It also allows parents/carers to capture achievements at home.

Each child has a 'Learning Journal' and all observations are gathered here along with examples of work and parental contributions. We encourage parents and carers to regularly drop in and look at their child's learning journal and celebrate their child's progress and achievements.

## **7. Organisation**

Early Years is split into two or three classes (depending on the number of children within a cohort), usually with 30 children in each class. There is a full-time EYFS Teaching Assistant assigned to each class and Individual Needs Assistants may also support children with additional or special educational needs. The school day begins at 8.20am, when the doors open, and the register is taken at 8.35am. The school day finishes at 3pm. All of the Early Years children are dropped off and collected by their parents or carers in the Early Years outdoor area. The structure of our day varies considerably depending on the



time of year as we gradually begin to add more structure to the day as we approach the summer term in order to aid transition to Year 1.

## **8. Play in the Foundation Stage**

We know that play is the fundamental way in which young children learn. Children develop skills across all the Prime and Specific areas of learning through play. At Summerlea School all of our staff members are skilled in interacting and playing with the children.

We support and facilitate play by:

- Ensuring our learning environment is safe and secure;
- Setting up activities for inside before the children arrive and the activities outside once parents and carers have exited the outdoor area after school drop off;
- Providing a range of equipment, resources and activities on a daily basis adapting provision according to the needs and interests of the children;
- Encouraging children to request additional or alternative equipment as they choose and being independent in sourcing that equipment;
- Making outdoor play available every day and providing suitable clothing and footwear for rainy days;
- Interacting and communicating with children through their play engaging and extended their games;
- Observing play carefully only intervening in certain situations either to enhance or develop play;

## **9. Inclusion**

In our school we believe that all of our children are special. We give our children every opportunity to achieve their best. We do this by taking account of the range of life experiences the children have when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point and others are still working towards meeting their Early Learning Goals. We achieve this by planning to meet the individual needs of every child in the cohort.

We 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
- planning activities that take account of gender differences and children's individual needs (including Gifted and Talented and children who have additional or Special Educational Needs)



- 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 all children
- monitoring children's progress regularly and taking action to provide support as necessary
- involving external support agencies as necessary.

## **10. Recording, Reporting and Assessment**

### **Baseline Assessment:**

On entry to Reception we carry out baseline assessments for each child. As a school, for the past two years, we have administered the Early Adopter baseline assessment alongside our own internal baseline assessments. This year, we have administered the statutory DfE Reception Baseline Assessment alongside our own internal baseline assessments.

### **Observational Assessments:**

Ongoing formative assessment is at the heart of the EYFS. At Summerlea we carry out regular observational assessments in a variety of ways such as Class Dojo observations on pupil portfolios, paper-based observations as well as scribing in speech bubbles to capture pupil voice. With every observation we ensure we:

- Observe children – observing children within play, both during self-initiated and adult initiated activities. This often involves the teachers and teaching assistants intervening at an appropriate time and level during the child's play.
- Assess children – assessing the children against the relevant strands of the EYFS framework that they have achieved as well as noting which characteristic of effective learning they have been exhibiting.
- Identify next steps – identifying the next step for that child in order to progress further.

Assessments are tracked electronically on an Early Years Pupil Progress Tracker which allows practitioners to identify areas for development and to ensure every child is making progress.





### **Annual Reports:**

Parents receive an end of year written report that offers comments on their child's progress in each area of learning as well as making reference to the characteristics of effective learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

## **11. Parents, pre-schools and transition**

We know that all parents have an important role to play in the education of their child. We welcome and actively encourage parents to participate in their child's education and care in numerous ways.

### **Transitions:**

Transitions are carefully planned for and time given to ensure continuity of learning. During any transition period, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and pre-schools. We undertake home-visits for all children and also invite pre-school settings to visit us. Sometimes, we also make visits to pre-school settings if a child has additional or special education needs so that we can meet the children in a familiar environment. We also send home an 'All about me' booklet to gather vital information about each child prior to them starting school.

To support parents and their children during the transition from pre-school to school and to ensure the partnership between school and home is strong we provide the following:

- A welcome meeting for new parents in order to meet the Senior Leadership Team, Foundation Stage staff and the Inclusion Team
- A stay and play session for the children to visit the Early Years environment on an informal basis with parents prior to the summer holidays
- Home visits during the late summer and early autumn term
- Postcards home during the summer holidays to welcome the children joining our school in September
- A transition afternoon or morning as an opportunity for children to spend time with their teacher and class friends before starting school
- A picnic after school to support the children networking with other parents and for children to meet class mates. Also an opportunity for the wider staff to introduce themselves to our new families
- Regular opportunities for parents to 'drop in' to speak to their child's class teacher, look at learning journals and the learning environment
- Parent consultation evenings in the first term



- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents such as a 'six weeks in' support session for parents in the first half of the autumn term.
- Opportunities for Pre-school and Nursery settings to visit the school in the summer term with the children due to start school in the following September.
- There is regular communication with home through ClassDojo and the year group communication board displayed outside of the Early Years classrooms. We also invite parents to attend special school assemblies and 'drop in' sessions where they have an opportunity to look at their child's work.

## 12. Admission

The decision on how places are allocated at Summerlea School lies with the Local Authority. Priorities are given to applications as follows:

- Children with a statement of special educational needs or Education, Health and Care Plan (EHCP).
- Looked after children (children in public care) and children who were previously looked after who leave care under a special guardianship or residence order. Evidence must be provided.
- Children who need a place at the school on exceptional and compelling social, psychological or medical grounds. Evidence must be provided.
- Children who live in the catchment area with brothers or sisters already at Summerlea.
- Other children who live in the catchment area.
- Children who live outside the catchment area with brothers or sisters already at Summerlea.
- Children who live outside the catchment area.

All children have the option to begin school full time from September; however, some children may require a longer transition period in order to meet their needs both emotionally and developmentally. Parents and/or carers have the option to request that their child attends school part-time until compulsory school age which is 5 years old.

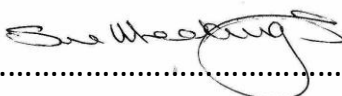
This policy will be reviewed annually, and any suggested amendments will be made and presented to the Governors.



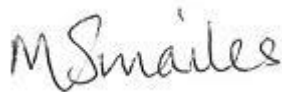
This policy was approved by the governing body of Summerlea Community Primary School

on: 6<sup>th</sup> March 2023

Signature of Chair of Governors:

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Signature of Headteacher:





## Policy Review Form

*Please complete this section when reviewing and updating this document.*

<b>Author</b>	<b>Name</b> Hayley Rhoades	<b>Date</b> March 2017
<b>Reviews</b>	<b>Name</b> Hayley Rhoades Hayley Conrad Hayley Conrad Lindsey Robins Hayley Conrad Hayley Conrad Claire Hawkins	<b>Review Period: Annually</b> March 2018 March 2019 January 2020 February 2021 March 2021 February 2022 February 2023
<b>Information Source</b>	<b>Name</b>	<b>Date</b>
<b>Change Control</b>	<b>Sections Amended</b> 3. Links with other policies – Behaviour and Anti-bullying added 5. The Learning Environment – ‘During child initiated...use at all times.’ Sentence added. 7. Organisation – ‘The school day begins at 8.20am, when the doors open and the register is taken at 8.30am. The school day finishes at 3pm.’ Sentences added. 10. Baseline Assessment – ‘As a school, we have chosen...across the Local Authority.’ Sentence added. 11. Transitions – ‘Postcards home during the summer holidays to welcome the children joining our school in September.’ Sentence added. 1. Paragraph added beginning ‘At the end of the academic year...’	<b>Author &amp; Date</b> HR - March 2018 HR - March 2018 HR - March 2018 HR - March 2018 HR - March 2018 HC - March 2019



## **Change Control**

2. 'Key texts are used as a starting point to our big question as well as to drive learning opportunities. We also' added.	HC - March 2019
<b>Sections Amended</b>	<b>Author &amp; Date</b>
4. 'The positive transitions from Pre-school to School and then from the Reception year to Year 1.' added.	HC - March 2019
5. 'In the Autumn term...outdoor provision.' added.	HC - March 2019
8. Outside added to sentence beginning 'Setting up activities...'	HC - March 2019
10. An Early Years Pupil Progress Tracker added to sentence beginning 'Assessments are tracked electronically on...'	HC - March 2019
5. Throughout the year... where the children are expected to... Added.	HC - January 2020
10. We use the Early Excellence baseline alongside... The DfE baseline will capture. Added.	HC - January 2020
11. Opportunities for Pre-school and Nursery settings... Added.	HC - January 2020
6. First paragraph amended with Class Dojo being added.	HC - March 2021
10. For the past two years... added.	HC - March 2021
10. Early Adopter and our own internal baseline assessments... added.	HC – March 2021
1. 'birth' added.	HC - February 2022
1. 'or exceeding' has been removed.	HC - February 2022
2. 'Involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). As well as developing a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading' added.	HC - February 2022
2. 'Involves a strong grounding in number. Children should be able to count confidently, develop a	HC - February 2022



deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers' added.	
2. 'teaching and' added.	HC - February 2022
2. 'Seven key features of effective practice' added.	HC - February 2022
7. '8.30am' added	HC- February 2022
7. '8.45am' added	HC- February 2022
8. 'and the activities outside once parents and carers have exited the outdoor area after school drop off;' added.	HC- February 2022
10. 'This year, we have administered the statutory DfE Reception Baseline Assessment alongside our own internal baseline assessments.' added.	HC- February 2022
10. 'Class Dojo observations on pupil portfolios' added.	HC February 2022
7. Change to start of school day	
11. Picnic added	
12. Communication via Class dojo	CH February 2023