



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

**Date Adopted:** Reviewed Sept 2018

**Date to be reviewed:** Sept 2019

## The EYFS Curriculum in England states:

*“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

*The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”*

*Statutory Framework for the Early Years Foundation Stage, Department for Education (DfE), 2012*

## Principles

The EYFS is based upon four principles

- 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 and
- **Children develop and learn in different ways and at different rates**, the framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

(DfE, 2012)

The EYFS at Redwell Primary school adopts these principles by

- Giving each child a happy and positive start to their school life in which they can establish solid foundations on which to foster a love of learning
- Providing a high quality and consistent programme which ensures that all children make good progress
- Providing a safe, stimulating and caring environment that is sensitive to the needs of all children
- Providing a broad and balanced curriculum with experiences created to respond to assessed individual needs
- Supporting children in building relationships through personal and social development
- Enabling choice and decision making, fostering independence and self confidence
- Providing opportunities for children to experience challenge and manage risk
- Positively nurture the partnership between home and school, acknowledging the personal contexts of children’s families, cultures and communities

## The Curriculum

The Foundation Stage at Redwell Primary School is dynamic, reflective, and a hub of activity. It encompasses all areas of the Early Years Foundation Stage curriculum, as set out in the statutory framework (DfE, 2012), in a fluid and holistic manner. There are seven areas of learning and development and they are all 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, the *prime* areas, are

- Communication and language
- Physical development
- Personal, social and emotional development

These areas are a focus in both Nursery and Reception but have a particular emphasis for the youngest children as they form the basis for successful learning in the specific areas.

The four *specific* areas, through which the three prime areas are strengthened and applied, are

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the prime areas.

## **Teaching and Learning**

The EYFS team at Redwell primary school plan together to ensure a consistent approach between the three classes. They plan adult led activities and the continuous provision, inside and out, in line with the emerging and developing needs of the children, covering the seven areas of learning and development. All Foundation Stage staff feed into the reflective planning practices to inform future planning and this is a particular strength of the team. The children learn through differing topics of enquiry over the year and these cover many differing flexible mini-topics that alter in line with the children’s interests and needs.

**The importance of a play based curriculum**, “Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.” (“Early Years Foundation Stage”, DFE, 2012)

At Redwell Primary School we support children’s learning through planned play activities through the continuous provision. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves and also modelling, supporting and extending the play.

## **Observation, Assessment and Planning**

Secure planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Planning in the EYFS at Redwell Primary School is always informed by formative assessment, which may take the form of observations that have been made or for instance involvement and engagement in differing learning opportunities that week. All practitioners in the EYFS at Redwell Primary school are involved in making observations of the children’s learning and adding to the children’s profiles over the year.

Children are baselined on entry taking into account information from all parties involved in the child’s learning journey so far, for instance Nursery transition information and information from parents or carers. This is then used as their starting point on entry to the EYFS at Redwell and children are tracked over time to monitor progress and end of year attainment.

We make regular and termly assessments of children's learning and progress, we track the children's individual progress through our assessment system – Target Tracker. This information enables us to provide the accurate provision for all children and support individual progress, this information also is used to ensure that future planning reflects identified needs.

### **End of Stage Summative assessment**

The EYFS profile is completed for each child at the end of the foundation stage. The profile provides information about each child's knowledge, understanding, abilities against expected levels and readiness for Year 1. This assessment is completed against the criteria set out in the Early Learning Goals. Practitioners must assess whether a child has met or exceeded expected levels or whether they have not yet met the expected level (emerging). At Redwell Primary the EYFS profile result is then shared with parents/carers in a detailed end of year report, along with other relevant key information such how their child learns best and other achievements. Additionally, profiles and additional commentary on characteristics of learning are shared with Year 1 teachers to inform planning and support a smooth transition into the next phase in the children's learning at Redwell.

Outcomes from the EYFS profile must be reported to the local authority which then has a duty to return this data to the relevant Government department.

### **Staffing and Organisation**

There are three classes in Foundation Stage: Grange Class, Brampton Class and Ashby Class. Each class is supported by a teaching assistant and one floating teaching assistant. Due to our staff ratio it allows the children to access a range of learning opportunities and open provision continuously throughout the day. For example, alongside classroom activities and provision, children have access to: rolling snack, continuous outdoors access and activities, and continuous access to a large indoor shared learning environment and activities.

### **Special Educational Needs and Disabilities (SEND)**

When a concern is raised by either parents or school staff in relation to Special Educational Needs (SEN), observation, assessment and additional support are provided as appropriate. If following intervention, a Special Educational Need is considered likely, a referral is made to the school's Inclusion Manager who will ensure further referrals or support as required. If a child enters the setting with an already identified/diagnosed SEN, arrangements will be made as soon as possible and often before admission to ensure continuity of support and a smooth transition. (See RPS Inclusion policy)

#### **See related policies:**

- RPS Inclusion policy
- RPS Safeguarding policy
- PPS T & L policy
- RPS Behaviour policy
- RPS Health and Safety policy
- RPS Assessment policy