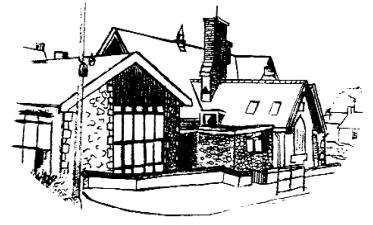




Hartington C of E Primary School

“Caring & sharing as part of God’s family”

“Loving our neighbour as we love ourselves” - Luke 10:27



Early years Foundation Stage (EYFS) Policy Statement

Date policy next reviewed: November 2023

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: November 2022

The Foundation Stage applies to children from three years of age to the end of the Reception year. Here in our school, this relates to the Reception children who are either taught in a mixed age class with Key Stage One children, or within their own cohort.

This stage in the child’s education forms the foundation and provides the building blocks to support and underpin the successful transition to starting their educational journey within the National Curriculum in Year 1.

Our Early Years Curriculum, will be determined by the needs of the children entering school and consistent with the values and vision statement, which underpin the ethos of the school. It will be ambitious for all and will seek to provide the best provision for each individual child.

As outlined in the EYFS Statutory 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. 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.’

Transition into school:

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child’s needs and establish partnership with those involved with the child, such as the child’s previous settings, including nurseries and pre-schools.

Prior to any child being welcomed into our setting the first point of contact will be made by the Early Years Teacher who gains permission from parents or carers to visit the child in their nursery or pre-school placements. This allows the Early Years Teacher to get to know the child before they start school through opportunities to talk to nursery/pre-school staff and meet the child within a familiar and secure environment. This is to help the child feel more confident

when they undertake the transition visits into the school as they will have already met their new class teacher.

Families receive an EYFS pack which includes a Welcome to EYFS information booklet, an 'All about Me' booklet, a parent questionnaire and information about the school.

New Reception children are invited to sessions within the school with their peers, prior to their starting date, to familiarise themselves with staff and the school environment. These meetings also give an opportunity for both parents and school to discuss mutual expectations or support that may be offered. The school also provides the opportunity for all reception children and their families to meet key members of staff within the school and explore the Early Years learning environment.

In the final term in Reception 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 each individual child.

Throughout the year when children across the EYFS take part in child initiated learning, they can choose to access provision across the areas of their curriculum to help them familiarise themselves within the different learning environments. Children are also provided with the opportunity to work closely with adults and cohorts across the school, so relationships are formed throughout the different year groups.

Hartington C of E Primary School welcomes and nurtures close links with parents and carers, extending an open invitation to come into school if they have any query or concern as regards their child starting or continuing their educational journey with us. The individual needs of a child are always key for a successful transition, and working with parents, carers and other professional bodies may require the adjustment of transition to further meet the needs of an individual child.

Parental Engagement:

Parental engagement is key to forming a successful home-school partnership and parents/carers are encouraged to be involved in a range of ways. School and parent contact will be face to face, by email, text, liaison book or telephone. The school keeps parents updated through school letters, the website, parent evenings, school workshops and will share pupil achievements, for example, via photographs, videos etc. and asks the parents to inform the school of life or mile stone events. The support from parents and carers can also be evident in supporting their child's learning through their engagement within school or at home, or by taking part in fund raising events and joining the popular Parent Teacher Association or by becoming a Parent Governor.

Activities are planned based on the Early Learning Goals within the seven areas of learning for Early Years children.

Personal, Social and Emotional Development: Children learn how to co-operate and work in harmony with others.

Communication and Language: Children develop their spoken language, vocabulary and listening skills.

Literacy: Children learn to communicate in a range of ways including talking, listening, reading and writing.

Mathematics: Children develop their understanding of number, measurement, pattern, shape and space, through exploration, practise and discussion.

Understanding the World: Pupils find out about the environment, people and places significant to their own lives.

Physical Development: Pupils develop and practise their fine and gross motor skills, increase their understanding of how their body works and what they need to keep healthy.

Expressive Arts and Design: Pupils explore and share their thoughts, ideas and feelings through a variety of art, design technology, music, movement, dance and imaginative/ role-play activities.

Early Years Provision in our school must reflect that:

- All children deserve to have an equal chance of success and opportunities for full inclusion is provided
- High-quality education is essential for all children, especially for those from disadvantaged backgrounds, to support progress and attainment
- School works to ensure that any gaps for disadvantaged children, compared with their peers, are closed
- School works to identify children starting school with special educational needs and disabilities (SEND) quickly and ensure they receive the support they need
- Trained staff who are able to incorporate into their practice new trends and initiatives which work towards raising standards

The Early Learning Goals set out what is achievable by most children at the end of their first year in school.

Principles into Practice

As part of our practice, we aim:

- To provide a carefully planned and structured Early Years Curriculum with rich and stimulating experiences delivered across the seven areas of learning.
- To ensure that provision and practice reflect the differing needs, interest and cultural backgrounds of the children, and promote equality of opportunity and anti-discriminatory practice.
- To provide equal access to the Early Years Curriculum by planning for all children to succeed in an atmosphere of care, where they are valued and feel safe within a learning environment indoors and out.
- To manage carefully and sensitively the transition between home and school, building on their pre-school experiences and having a key person approach to develop close relationships with individual children.
- To create positive relationships between parents, school and the wider community for the benefit of the child and family.
- To encourage a positive attitude to learning and others, through the provision of activities that are both adult initiated as well as child initiated, supported by the adult where appropriate.
- To assess children's progress throughout the early years and plan for challenging, layered learning experiences based on the individual child, informed by observation and assessment.

- To take account of latest thinking and best practice concerning child development and learning in the Foundation Stage.

Teaching and Learning:

To be effective, an Early Years curriculum should:

- ❖ Build on what children already know
- ❖ Be appropriate for young children's needs
- ❖ Contain planned and purposeful activities
- ❖ Be based on play.

Our Early Years Curriculum is determined by the characteristics of effective teaching and learning:

Playing and exploring - children investigate and experience things and 'have a go'

Active learning - children concentrate and keep 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.

We plan an exciting and challenging curriculum based on our children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.

All seven areas of learning and development are important and interconnected. The following are the three areas of prime learning.

- Communication and Language
- Personal Social and Emotional Development
- Physical 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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

The Early Years Team follow a long term planning grid, which is amended as the year progresses to meet the needs of individuals and group. This links such things as key texts, assessment, intervention programmes, parental engagement opportunities, community initiatives etc. to support progress and an accumulative diet of experiences to help our children grow in confidence to achieve their full academic and personal potential.

Children receive whole class and group teaching inputs, which increase as they progress through the EYFS year, e.g. teaching aspects of mathematics and literacy. In reception there are daily

phonics sessions using the Little Wandle Phonics Scheme, which is DFE recommended and is delivered throughout the school, including the intervention programme 7+ for key stage 2 children.

Each area of learning is planned through purposeful play, and a mix of adult-led and child-initiated activities. Opportunities to work with the year 1 and 2 children are also explored and planned for. During children's play, early years practitioners interact to embed skills, develop language, model behaviour and challenge children further.

By the end of the Foundation Stage, the children are assessed to ascertain if they have achieved the 17 Early Learning Goals.

Differentiation:

Staff should ensure all children feel secure and valued. Staff will, through observing and monitoring progress, be aware of those children who may require additional help and those who are more able and need to be challenged.

Observation and Assessment:

Assessment opportunities may be identified through planning or may arise spontaneously. Assessing the children's development and progress serves to inform on interests, achievements and possible difficulties and should not interrupt play and learning. Planned and spontaneous observations and annotation of the children are made by the Early Years staff and records relating to areas of learning are completed by the end of the child's Reception year. Baseline assessments are carried out during a child's first term in school to determine the child's starting point for the teaching of the curriculum. The children's development levels are collated in their own paper based journals and within their workbooks, where work and photographic evidence is fully annotated in line with the school's marking policy.

Progress reports will be provided to parents at the end of the school year and parents will have the opportunity to meet with teachers each term. The school provides an 'Open Door Policy' where any concerns that parents, carers or school may have are discussed and actions decided upon if necessary.

Equal Opportunities:

No child should be excluded or disadvantaged because of ethnicity, culture, faith, gender, home language, disability or ability.

Inclusion:

Staff should take specific action to help children with special educational needs to make the best possible progress by:

- Involving parents in all future planning for their child.
- By using the SENCO to help plan how the child's needs will be met through an individual Education Plan.
- By contact with outside agencies to support the child, parent and school, e.g. Health Visitor, Speech Therapist, SSEN etc.
- By using appropriate or specialist resources, as recommended by outside agencies, to enable a child to access the curriculum.

Here at Hartington C of E Primary School we are determined to meet the educational needs of all our pupils, to encourage independence and full participation in the life of the school. A number of pupils will, at some stage in their school career, experience some degree of special educational need. Working within the guidelines of the Code of Practice, it is our intention that the educational needs of all pupils are identified and provision made to meet these as early as possible. It is expected that all relevant information concerning children with additional needs will be treated with the appropriate respect and confidentiality.

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace to ensure progress and attainment. We strongly believe that the early identification of children with additional needs is crucial in enabling us to provide the child with the appropriate support that they need, and in doing so, work in partnership with parents, carers and outside agencies.

Health & Safety:

Children's safety and welfare is paramount, and risk assessments are completed in line with school policy. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risk.

All equipment and resources are chosen for the Foundation Stage by trained staff and, when necessary, children are supervised in the use of equipment by staff to ensure everyone is safe.

The school promotes good physical and mental health of the children in our care in numerous ways. This includes the provision of a strong PSHE programme based in the Christian Values, the British values, Nurture group, A Positive Support Programme for selected individuals, a resident Mental Health Lead, an ELSA trained member of staff, the provision of nutritious food, set procedures when children become ill or have an accident, the support of outside agencies, community and church.