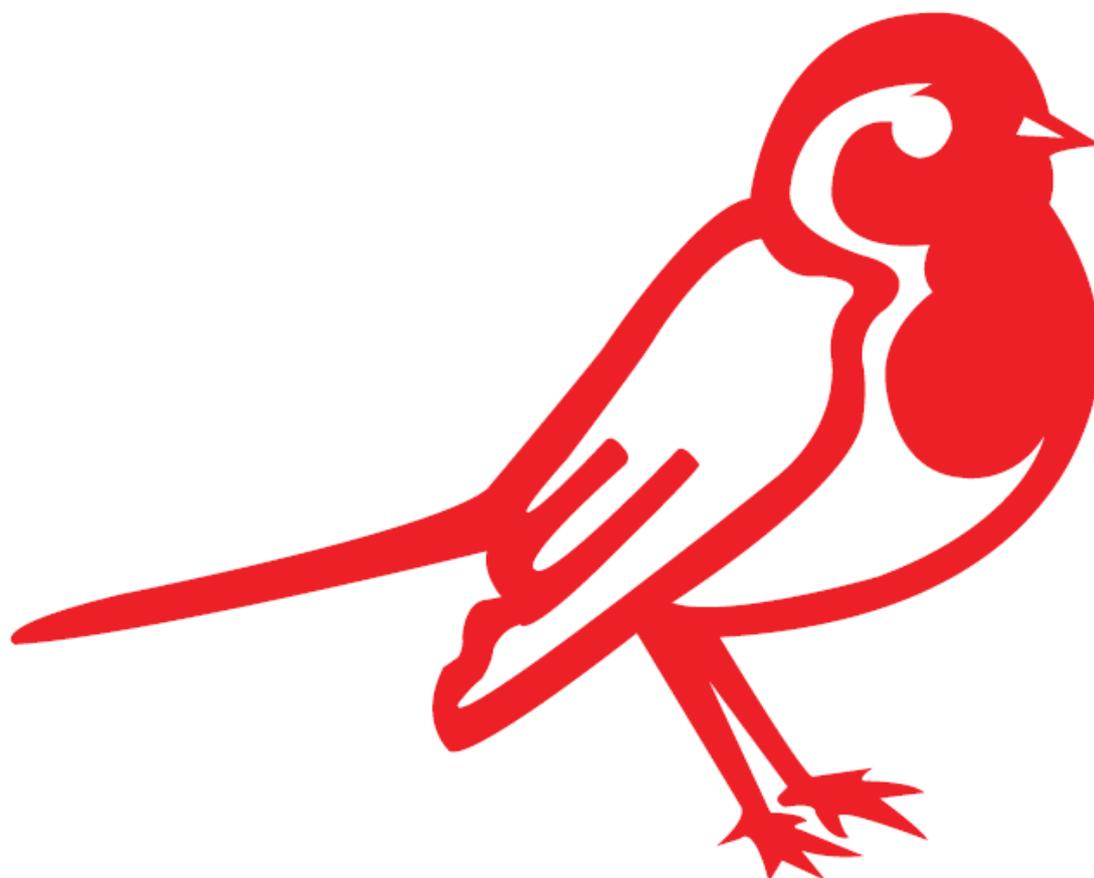


Robinsfield Infant School



Early Years Foundation Stage Policy

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INTRODUCTION

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. (Statutory Framework for the Early Years Foundation Stage, 2014)

At Robinsfield Infant School the Early Years Foundation Stage (EYFS) applies to children from the age of three to the end of the reception year and comprises of:

Nursery, full time and part time places are offered and there is a maximum of 26 children with 2 adults (teacher and nursery nurse).

Reception classes, where each reception class has 30 children with a teacher and teaching assistant.

AIMS

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Robinsfield the overarching aim of the EYFS is to help young children achieve these five outcomes of "Every Child Matters."

Aims

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- use and value what each child can do, assessing their individual needs and helping each child to progress.
- enable choice and decision-making, fostering independence and self-confidence.
- work in partnership with Parents/carers and value their contributions to their child's learning and development.
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Learning and Development

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the areas of learning and development (educational programmes which are required to be taught to young children) are set out in the "Statutory Framework for the Early Years Foundation Stage" document (Department for Education, 2014).

The seven areas of learning and development are:

- Personal, Social and Emotional Development (PSED)
- Communication and language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

We aim to deliver all the areas through planned, purposeful play, with a balance of adult led and child-initiated activities both indoors and outdoors.

Play provides an opportunity for children to come to terms with themselves, their culture and language, other people and the world and make sense of real life situations. Play provides opportunities for exploration, investigation and problem solving for children to practise all their developing skills.

Play allows children to learn about making choices and decisions and puts children in charge of their own learning. It allows them to take risks without fear of failing. Through play, children develop their personal qualities and attitudes. Play also provides opportunities to represent their experiences and use what they have learned in different ways-through music, language, imaginative and creative activities.

Planning

Good 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 do. Our planning shows how the principles of the EYFS will be put into practice. It is always informed by observations we have made of the children in order to understand and consider their current interests, development and learning. All practitioners who work in the Foundation Stage are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

This details how we aim to meet the criteria of the themes and commitments of the EYFS.

Our Long term planning is thematic to ensure that a broad and balanced curriculum is delivered throughout the EYFS

Current Learning Themes are:

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Our school	Our school	Once Upon a Time	Imaginary Adventures	Growing and Changing	We are scientists
Reception	Our school	Our community	Once Upon a Time	Adventures in Space	Homes and Habitats	We are scientists

Medium Term Planning

This addresses each aspect of the curriculum in more detail for each thematic unit, which usually lasts between 6-8 weeks. Learning objectives, assessment opportunities and possible activities and experiences for each area of learning and development are identified. Learning themes are shared with parents and children at the beginning of each term. In doing this we assess prior knowledge and understanding and to enable the children to have an input into the direction of the topic.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

Staffing and Organisation

At Robinsfield Infant School the Early Years Foundation Stage (EYFS) applies to children from the age of three to the end of the reception year and comprises of the nursery, where there are a maximum of 26 children with 2 adults (one teacher and one nursery nurse) and two reception classes. Each reception class has 30 children with a teacher and nursery nurse. We maintain an adult/pupil ratio of 1:13 in nursery and 1:15 in reception.

The children have daily opportunities for structured teaching and learning and child-initiated play both in the classroom and in the EYFS outdoor areas. This time is supported by an adult, who acts as a facilitator to the child's learning. Teaching staff liaise with the support staff regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues. We also have links with other pre-schools and nurseries to support the transition between settings.

Assessment, recording and monitoring

All practitioners who interact with the child contribute to the assessment process. There are various different types of assessment taking place:

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and areas for development. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. Each child has an individual Early Years Foundation Stage (EYFS) Portfolio in which this evidence is stored. Portfolios are made available to staff, children and parents at all times.

Class teachers ensure that each child is a focus for this type of formative assessment each term and ensure that a range of evidence to support the six areas of learning is collected for each child.

Summative assessment

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against thirteen scales. It summarises children's progress towards the early learning goals. It is completed at the end of each term by the class teacher and entered into SIMS (a management information system). As well as internal moderation meetings, the EYFS team also undertake external moderation across the borough and with other local primary schools at different points during the academic year.

Assessments of individual children and each cohort are collated and progress is tracked throughout their time in the foundation stage at Robinsfield to ensure that progress is taking place and to enable teaching staff to implement support for every child's individual need.

LEARNING ENVIRONMENT

The Learning Environment

Pupils must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide balance across the areas of learning. (EYFS Handbook 2016)

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence.

Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the morning. In the afternoon, outdoor provision is available only. The learning environment is divided into a variety of different core areas: role play, book corner, writing area, number area, exploration and investigation area, designing and making area, listening centre, computer, creative, malleable, sand, water, outside, construction and small world.

Children are free to choose which areas of the classroom, both in/outside they wish to use and are encouraged to become independent learners and take responsibility for initiating their own play.

At Robinsfield we are fully committed to providing a safe, stimulating outdoor area in which children can play, explore and learn. The outdoor area provides opportunities for learning in all areas of development.

TRANSITION

Liaison with pre-school settings and induction to nursery

At Robinsfield we have developed close links with a number of local pre-schools and nurseries and whenever possible staff from Robinsfield will receive information about children from their previous setting before they start our nursery or reception.

Upon enrolment, the parent or carer and child will meet with the nursery teacher to discuss the child's specific needs and discuss the school routines and any requirements. Parents are given the nursery handbook and have the opportunity to ask any questions.

Parents and carers are encouraged to stay with their children for a short time to familiarise themselves and their child with the setting and help the child settle.

Induction to reception

Nursery and Reception teachers meet to discuss assessment and the needs of individual children in the class.

Children new to the school in Reception come for a visit near the end of the summer term prior to their entry in the school. Entry of new children is staggered and each child and parent or carer will meet with the head of school or assistant head for their enrolment before being taken to their new classroom to stay for the rest of the school day.

The EYFS lead and reception teachers hold a workshop for parents near the start of their first term in reception to introduce them to the school, reception procedures and the curriculum. Further curriculum parent workshops will be on offer throughout the year.

Transfer records from preschool settings inform reception practitioners about the new intake.

Reception to Year 1 Transition

Reception year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Robinsfield:

- During the summer term 2, the reception timetable will allow for direct teaching in small groups followed by an independent activity to prepare them for the change in teaching and learning in year 1. This timetable will be mirrored at the start of year 1 to enable children to make a smooth transition
- Reception children meet year 1 teacher during assembly, playtime and other whole school activities during the reception year.
- EYFS Portfolios are passed on to year 1 teachers.
- an EYFS Profile end of year results are passed on to year 1 teachers and used when setting targets for year 1.
- Reception and year 1 teachers meet to discuss individual needs of children in July.
- Reception children visit their new year 1 class and teacher for an hour session in July.
- The 'Letters and Sounds' national approach to phonics and spelling is continued throughout year 1 and 2.
- Local authority training days for reception and year 1 teachers are attended where possible.

Home/School Links

When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the EYFS curriculum to Parents/carers during the parents meetings and workshops, to enable them to understand the value of supporting their child's learning at home.
- Curriculum newsletters are available on the website each term and emailed to parents to keep all carers informed of their child's current curriculum and learning

needs, with an outline of activities which could be undertaken at home to support this.

- Parents and Carers are required to enter into a Home/School agreement when their child starts at Robinsfield.
- Operating an “open door” policy, whereby Parents/carers can come and discuss concerns and developments in an informal manner.
- Sharing progress at school through annotated photographs and encouraging parents to comment on their child’s portfolio.
- Encouraging Parents/carers to listen to their child read everyday.
- Discussing progress and next steps with Parents/carers at open evenings
- Providing an annual written report to parents/carers in July summarising the child’s progress against the early learning goals and EYFS assessment scales.
- Holding child/parent open days and workshops to enable parents to work alongside their children.

Welfare Requirements

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” (Statutory Framework for the Early Years Foundation Stage)

At Robinsfield Infant School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Equal Opportunities

At Robinsfield we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. For further information see Equality and Diversity Policy

Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

For children identified as having a special educational need, the school will intervene with provision which is additional to or different from the school’s usual differentiated

curriculum offer and strategies (quality first teaching). Progress is monitored and reviewed every term.

The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

For further information see SEN Policy

Safeguarding

Please also refer to 'Child Protection' Policy.

Cameras and Mobile Phones

No adults are permitted to use personal devices such as cameras or mobile phones to take photos in the school. Staff mobile phones are stored securely with personal belongings and are not used while children are present. Signs are clearly visible around school to indicate to parents that the use of cameras and mobile phones is not permitted and parents/carers will be challenged and reminded of this if they are seen to use phones and cameras. Photographs taken on school owned cameras are used for recording and assessment purposes. Staff do not take these cameras off the premises unless on a class trip. All parents are required to complete consent for use of digital images forms on enrolling in the school.

Health and Safety

Please refer to 'Health and Safety' Policy.

Additional reference should also be made to the EYFS Risk Assessment.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Headteacher and EYFS leader, and will be reviewed on an annual basis.