



Little Plumstead

Church of England VA Primary School

"where children come first"

EARLY YEARS FOUNDATION STAGE POLICY

Formally adopted by the
Governing Body of Little Plumstead CEVA Primary School

On 11th January 2023

Chair of Governors

M. Richards

Head Teacher

F. Aldinning

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1. 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.

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 Early Years 2021)

For most children, the end of the reception year will be the end of the Early Years Foundation Stage, when the expectation is that most children will achieve the Early Learning Goals. Although the Early Learning Goals are intended for children at the end of the reception year, younger children will be provided with experience which will support them in reaching the goals at the appropriate time.

In the reception class, a high quality, well resourced, integrated early education should make a positive contribution to this distinct stage in a child’s development with the key learning skills of listening, speaking, concentration, persistence, co-operation, literacy and numeracy, as well as promoting their moral, spiritual, social and cultural development.

Rich, stimulating and appropriate experiences will provide each child with opportunities to develop these skills, their competencies and their thinking to the best of their ability across all areas of learning.

The EYFS Framework is based upon four overarching principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning & Development**

2. Purpose

At Little Plumstead Church of England Primary School, our intent is to:

- Make the child's first experience of school happy, positive and fun, providing a wide range of new and exciting experiences.
- Ensure that all children feel valued and secure in the Foundation Stage setting with positive relationships between carers and staff.
- Ensure a breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Early Learning Goals while having regard for the skills and attitudes the Key Stage 1 National Curriculum will demand.
- Enhance children's learning through parent partnership and the use of external agencies.
- Provide a curriculum firmly based on active learning to meet the needs of the individual child. Within any Early Years Foundation Stage cohort there will be wide variations in terms of development and maturity as well as family, religion, cultural background and special needs¹. Children will have differing experiences, interests, skills and knowledge, which affect both their learning pace and styles. This diversity must be catered for within planning which has a flexible approach, using a wide range of strategies and teaching styles to address the particular needs of the children, families and the community. No child should be disadvantaged but each encouraged to develop self-esteem and confidence in their ability to learn.
- Further a love of learning, enquiring minds and the ability to discuss, adapt and negotiate. Well planned play and purposeful activity with challenge and enjoyment, both in and out of doors, will provide opportunity for teaching and learning. Within a well-planned, organised environment, children should be able to explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities which are planned by adults as well as those which they plan and start themselves.
- Provide the children time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes to learning while staff need to understand how young children learn and develop, in order to observe and respond to them. Appropriate intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress.
- Monitor progress throughout the Early Years Foundation stage, while taking action to identify areas of concern and provide necessary support.
- Help children to begin to develop self-regulation skills and to respect the feelings, needs, culture and the abilities of others.
- Develop children's resilience and independence as key skills to support their EYFS experience and future education.

3. Guidelines

3.1. Positive relationships

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Little Plumstead Church of England Primary School the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

¹ Little Plumstead Primary School Special Educational Needs Policy
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3.2. Parent Partnership

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

- There is an induction meeting for parents in May/June. They also receive an information pack and will have an opportunity to talk to current Reception parents.
- Parents are encouraged to visit the school with their child and attend wider events e.g. sports day etc. before the child begins school to help with familiarisation.
- Parents are asked to complete a welfare form, a medical form and write a synopsis 'All About Me' about their child including their likes, dislikes and any concerns they may have.
- Parents are required to sign permission slips for impromptu visits out of school to the local area, photographs and images of their child and using the internet at school.
- We ask parents for a transition report from their child's nursery or pre-school. Once read, a copy is kept on file at school.
- Parents are encouraged to talk to the child's teacher if there are concerns. There is also an opportunity for parents to meet the teacher formally each term.
- The school uses 'Tapestry', a secure, online assessment tool for completing the children's 'Learning Journeys'. Parents are encouraged to log on to their child's 'Learning Journey' in order to view and add their own assessments of things that they have seen the child doing when they have been with them. As a school, we value the parents input as their child's first educators.
- Parents can communicate their children's achievements and their current interests and needs through Tapestry.
- Parents are invited to our 'Bears and Books Phonics Information Evening' early on in the school year. Whilst this takes place, the children can enjoy bedtime stories with an adult in the classroom. The aim of the session is to provide parents with information about how Phonics is taught at our school and how they can best support their children at home. Parents are also invited to other information evenings later in the year.

3.3. Settling in

- Limited places are available on each of our summer term 'Story Café's in order to aid transition and familiarity with the staff and school.
- Most children visit Reception in the summer term prior to starting school in a series of induction visits arranged by the school.
- The Foundation Stage teacher visits most children in their pre-school setting before starting school. Telephone conversations with nursery key workers took place when Covid restrictions were in place.
- All children are offered a visit from the Foundation Stage teacher to their home setting. This gives the child a chance to see their teacher face-to-face in an environment which is safe and familiar to them. It also provides the parents/carers with an opportunity to discuss any concerns they may have in more detail.
- From September 2011, all children in Norfolk were given the opportunity to start Reception full-time from September in line with the law. At Little Plumstead Primary School we understand that for some children this may be a challenge. The length of the school day is for some children considerably longer than time spent at pre-school and children become tired quickly. **Children can have a flexible start, which will be negotiated with parents. We seek to meet the needs of each individual child.**
- A gradual, well supported introduction to the various aspects of school life and its members is catered for. The children are introduced to the routine of school which require more

conforming, socialising and directed learning situations than may have been experienced before.

- The children are supported at playtimes in the main playground by adults from the class. However, many of the children have older siblings or know older children at the school and enjoy playing with them.

4. Curriculum

At Little Plumstead Church of England Primary School, the reception class implements the curriculum as outlined in the Early Years Foundation Stage (EYFS), which is available from www.gov.uk

5. Areas of Learning and Development

The EYFS consists of 7 areas of learning and development – there are 3 “Prime Areas” and 4 “Specific Areas” – these are:

Prime Areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional

Specific Areas

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

The EYFS Framework also includes the Characteristics of Effective Teaching and Learning, identifying the way young children learn, interacting with others and their environment. These underpin learning and development across all areas of development and support the child to remain an effective and motivated learner. They are:

- 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.

Through observation and assessment, we implement the EYFS Framework through broad and balanced activities that are carefully planned within a well-planned indoor and outdoor classroom space to ensure ongoing progress for all children. Children are taught through thoughtfully planned, purposeful play and a mix of adult led and child-initiated activities. Planning takes place collaboratively between the teachers and other staff involved with the class.

6. Assessment

At Little Plumstead Church of England Primary School, we strive for all children to make good, or better than good, progress from their individual starting points. The impact of our curriculum is measured through a process of assessments across the academic year, these are:

- The class teacher carries out statutory baseline assessments within the first six weeks of school alongside observation-based assessment.
- Monitoring of each child will take place through observations, discussion, record keeping and planned assessments. These are also shared with the KS1 teacher so any extra needs can be identified early and planned for.
- The percentage of children working at age related expectation is measured termly throughout the year.
- A termly Gap and Strength Analysis is created to identify areas of strength and areas needing further support, challenge, intervention or simply more exposure.
- The Early Years Foundation Stage Profile is completed by the end of June and the LEA is given a summary of each child's achievement profile. This information is also used to report on the progress in each of the seven areas of learning to parents.
- An end of year report summarising the achievements from the Foundation Stage profile is sent to parents indicating whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').
- The profile data is discussed with Year 1 teachers so that they can continue to help the children to achieve the early learning goals, if they have not done so, alongside them accessing the KS1 curriculum.

7. Inclusion/Special Educational Needs (SEN)

All children are treated as individuals and have equal access to all provisions available. They are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is spoken to for further information and advice. Appropriate steps are taken in accordance to the school's inclusion policy.