



Early Years Foundation Stage Policy Statement

Introduction

Barrow URC Primary School fully supports the right of every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The Early Years applies to children from birth to five years. At Barrow, all children join us at the beginning of the school year in which they are five. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years are fundamental in their own right, and in preparing children for later schooling. The Early Years Framework, the Foundation Stage Profile and Early Learning Goals set out what is expected of most children by the end of the Early Years.

This document is intended for all staff. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website.

It is the role of the Headteacher and EYFS Leader to ensure that the policy is successfully implemented.

Starting Reception

Children begin the Reception class in the September of the school year in which they will be 5 years old. Children join Barrow often having attended one of the pre-schools and nurseries within our local area. Our admission arrangements are carefully organised and regularly reviewed to ensure that all parties are happy, confident and fully informed about all aspects of induction.

For young children change and transition can be bewildering and overwhelming. For this reason we value the importance of a positive introduction to school for both child and parents/carers. We begin to meet new pupils and welcome families to our school during the summer terms of the school year prior to entry. During the Summer Term the children will have the opportunity to meet their new class teacher and experience both the indoor and outdoor environment provided for them. Parents/carers will also have the opportunity to attend a meeting with the Foundation Stage staff.

Intent

Working in partnership with parents to encourage and nurture independent, happy learners who thrive in school and reach their full potential. To provide a curriculum that allows children to learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

The Early Years Foundation Stage is based upon four themes:



- 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;
- 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.

'Statutory Framework for the Early Years Foundation Stage'

Our practice at Barrow URC Primary School is underpinned by these four themes.

1. UNIQUE CHILD

'Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.'

'Statutory Framework for the Early Years Foundation Stage'

At Barrow, we recognise that every child is individually unique. We give all our children the opportunity to achieve their best by:

- Using a wide range of teaching strategies that support visual, auditory and kinaesthetic learners
- Planning activities that take into account children's individual learning needs
- Using resources and materials that reflect the community that the children come from and the wider world around them
- Providing a safe and supportive learning environment in which the contribution of all children is valued

We understand that all children are competent learners, who develop in different ways and at varying rates. Children's attitudes and dispositions to learning are influenced greatly by the feedback they receive from others. It is our aim to nurture and develop a passion and desire to learn, in an environment where children feel secure. Within the reception, praise and encouragement are used to develop a positive attitude towards learning. We take every opportunity to celebrate individual successes through verbal feedback, marking, sharing achievements during keyperson times, reward incentives, pupil of the week awards and wow moments.

Inclusion

All children at Barrow are treated fairly regardless of race, gender, religion or abilities. We value the diversity of individuals within our school as we believe that all our children matter. We give our children every opportunity to achieve their best by taking account of the range of life experiences our children have when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of all our children by taking in to account children with special educational needs, those who are more able, children with disabilities, children of different social and cultural backgrounds, boys or girls, and those of different ethnic groups.

Pupils with Special Needs and Disabilities (SEND)

SEND Support plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The class teacher will discuss these targets with the child's parents/guardians on a regular basis. We also ensure that the curriculum challenges and extends children's learning when appropriate.

Welfare

'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 Barrow the health and safety of children is paramount and ensured by following guidelines laid down in the Early Years Welfare Requirements document and the schools Health and Safety policies. It is important that all children are and feel 'safe' both in the classroom and the larger school community. We provide opportunities for pupils to learn about safety and rules and help them to understand why these exist e.g. class and school rules, road safety, stranger danger, e-safety. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We use the Coram Scarf curriculum to deliver focused weekly PSED lessons and follow up within the other areas of the EYFS curriculum. We aim to protect the physical, emotional and mental well-being of all children in the Foundation Stage through wellbeing Wednesdays.

At Barrow URC Primary School we:

- 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 and efficient management of the setting and to meet the needs of the children.

2. POSITIVE RELATIONSHIPS

At Barrow we aim to develop caring, respectful, professional relationships with children and their families. All staff involved within the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Parents as Partners

Parents are the first and most important educators of a child. We encourage their involvement in all aspects of learning and encourage a partnership based on mutual trust and respect by:

- inviting all parents to an induction meeting during the term before their child starts school;
- talking to parents about their child prior to starting school during our induction sessions and through parental questionnaires;
- visiting children in their pre-school settings prior to starting school;
- providing children with the opportunity to spend time with their teacher before starting school through planned visit days;
- encouraging parents to talk to our staff if there are any concerns either informally or formally;
- holding various parental drop-in sessions and parents' evenings throughout the school year;
- encouraging parents to contribute towards their child's learning journal (wow moments, learning at home, mid-term reviews).
- encouraging parents to take an active part in school life;
- offering a range of activities and events throughout the year that encourage collaboration between child, parents and school;
- offering a range of activities that support the involvement of parents. There is regular communication with home through reception newsletters and the reception class page on the school website. We invite parents to curriculum workshops to discuss the systems and strategies used within school.

3. ENABLING ENVIRONMENT

Barrow provides a stimulating indoor and outdoor environment for Reception children, offering experiences and activities that are challenging but achievable, so giving children the confidence to explore and learn in secure, safe spaces.

The Foundation Stage classroom is organised to allow children to explore and learn. There are areas where the children can be active, be quiet, creative etc. The learning environment is divided into clearly defined areas including: home corner, reading area, writing table, maths area, computer area, creative table, playdough/malleable area, sand, water, construction area, small world area, RE/Reflection area and outdoor area.

Children have access to the outdoor classroom throughout the school day. The opportunity to move between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

The Indoor Classroom:

We aim to ensure that the indoor environment is:

- bright, stimulating and welcoming
- organised to encourage children to take pride and responsibility for their environment and to develop independence in the selection, care and use of resources and equipment
- has areas suitable for quiet learning, focused individual or paired/group learning, comfortable relaxation, investigation, creativity and construction

The Outdoor Classroom:

We aim to ensure that our outdoor environment:

- offers opportunities for fresh air and exercise in a secure environment
- promotes physical development, health and general well being
- provides some covered and shaded areas
- has a variety of features, different surfaces, texture and levels
- offer a range of learning opportunities and challenges for independent and supervised exploration and experiences

4. LEARNING AND DEVELOPMENT

'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'

At Barrow a carefully structured curriculum based on the Development Matters document and Early Learning Goals offers provision that builds on the children's individual learning needs. Through play, children have the opportunity to explore, investigate, discover, repeat, revise and consolidate their knowledge, skills and understanding.

The EYFS is divided in to 7 areas of learning and development, all are important and interconnected however, 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.

There are 4 specific areas, through which the three prime areas are strengthened and applied. These are:

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

We believe these seven areas depend on each other to support a rounded approach to child development. Children learn in many different ways and we recognise the need to provide opportunities that allow children to learn in the ways that best suit them ~ playing,

talking, observing, investigating and problem solving, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. The curriculum is delivered through a combination of adult-led focused learning and child-chosen/child-initiated activities. The learning may be delivered through a wide variety of activities aimed at the whole class, groups, pairs or individuals that take place both in and out of doors.

Implementation and Planning

Work is planned in a thematic way and aims to include all areas of learning. We provide a curriculum that is appropriate to our children and the community to which they belong. Information about our curriculum and themes is provided to parents and is available on the school website.

We are guided by a Long Term Planning overview, half termly cross curricular Medium Term Plans for topics and weekly plans for literacy, phonics and maths. Where appropriate, the topic is pupil-initiated and led. Systematic planning ensures continuity and progression in the introduction and development of specific skills and concepts. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

Long term plan

The long term plan outlines the possible topics to be covered in Reception on a yearly basis. Throughout each topic, work will be planned and delivered to cover all 7 areas of learning from the EYFS.

Medium term plan

The medium term plan outlines the learning within each area of development that will be covered throughout a half term, taking in to account the age and development of the children. However this plan may be adapted as the half term progresses as it is based on the children's interests and any unexpected educational opportunities which may arise.

Short term planning

Weekly plans show clear learning objectives, activities and opportunities for assessment.

A mixture of directed and free choice activities are planned each week for children to engage in. Enhancements are added to continuous provision to challenge the children's thinking and reinforce/consolidate previous learning. Phonics is taught daily following Bug Club Phonics Planning. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. As stated in the Statutory Framework, the three characteristics of effective teaching and learning are:

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

Impact

Assessment, Recording and Reporting

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal assessments undertaken by all EYFS practitioners. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

- On entry assessments are made in Reception (a baseline) to give teachers and teaching assistants an understanding of the children's individual abilities in each area of learning. These assessments are then repeated at the end of the academic year.
- Children are observed and assessed as part of their daily routine, observations and judgements are used to inform planning and where appropriate are collated in individual pupil profiles.
- In Reception the Early Years Development Matters statements are used to assess and track each child's progress. These are plotted on a half termly tracker. The EYFS Profile is completed at the end of the year and data is submitted to the local authority and shared with parents.
- Phonics assessments are carried out at various points throughout the year.
- The class teacher provides a written report to parents on their child's attitude and attainment at the end of the Summer Term. We hold parents evenings in the Autumn and Spring Terms and parents are made aware of our 'open door' approach whereby they are encouraged to contact us to discuss any concerns that they may have at any time.
- At the end of the Reception Year outcomes are analysed and discussed by members of SLT, Early Years staff and Key Stage1 staff. This is used as a basis for developing a relevant and consistent curriculum for children entering Year 1 and to provide support and challenge for different groups of children.

Leadership and Accountability

Mrs Lucie Cox is the lead professional for the Early Years Foundation Stage. The role of lead professional is to ensure high standards and academic success within the EYFS. We respond appropriately to local and national initiatives. Regular self-evaluation of our practice helps inform our School Evaluation Form (SEF) and informs the continuous professional development (CPD) of all practitioners

Governors

The link Governor for EYFS is Mrs Janet Grime. They have the responsibility of meeting with the EYFS lead to discuss data, development of the action plan and any other issues. The link Governor will then provide a report to feedback to the Full Governing Body.

Review

This policy document will be regularly reviewed to assess its value as a working document. Any amendments will be presented to the Governing Body.

Date of last review: March 2022

Date of next review: March 2023