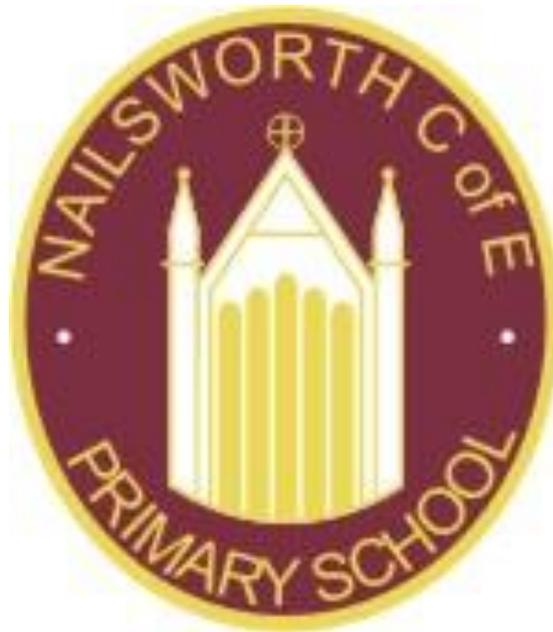


Policy Statement for

Early Years Foundation Stage



Change History	Summary of Key Changes
Dec 2014	Updated to new format
July 2015	Updated in line with new national curriculum
September 2018	Updated with transition to Year 1

1 Introduction

- 1.1** The Early Years Foundation Stage (Foundation Stage) extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2** The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- 1.3** The early-years education we offer our children is based on the following principles:
- it builds on what our children already know and can do;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2 Aims of the Foundation Stage

- 2.1** The curriculum of the Foundation Stage underpins all future learning by promoting and developing:
- personal, social and emotional well-being;
 - positive attitudes and dispositions towards learning;
 - social skills;
 - attention skills and perseverance;
 - communication and language;
 - reading and writing;
 - mathematics;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

3 Teaching and learning style

- 3.1** The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.
- 3.2** The more general features of good practice in our school that relate to the Foundation Stage are:

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- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

4 Play at the Foundation Stage

- 4.1** Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

5 Inclusion at the Foundation Stage

- 5.1** We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

- 5.2** At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, of those from diverse linguistic backgrounds and those who qualify for Pupil Premium funding.

- 5.3** We meet the needs of all our children through:

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- planning opportunities that build on and extend the children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children’s progress, and providing support (such as referral to for speech-therapy) as necessary.

6 The Foundation Stage curriculum

- 6.1** Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our children’s learning experiences enable them to develop competency and skill across a number of learning areas.
- 6.2** We use the ‘Development Matters’ curriculum, working from 30-50 months, to 40-60 months and onto achieving the Early Learning Goals. Children have specific ‘letters and sounds’ sessions and specific maths and specific literacy sessions every day. This in turn helps prepare children for more formal learning in KS1.
- 6.3** The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals and going on to deepen their knowledge of those goals.

7 Assessment

- 7.1** From September 2015, we will complete a ‘baseline’ for every child entering our school. As a school, we are using a baseline assessment to assess children’s progress at the end of KS1 and KS2.
- 7.2** The ‘Early Learning Goals’ are the nationally employed assessment tool that enables teachers to record their observations and children’s progress at the end of the Foundation Stage. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We make regular, termly 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 observations (summative and formative) and a balance of adult led and child initiated learning experiences/sessions, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage is a statutory requirement.

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- 7.3** During the first term in the reception class the teacher completes a baseline assessment based on teacher assessment, transition meetings with pre-school staff and conversation with parents/carers. These assessments, as well as providing a 'baseline' of where children are on arrival to school, also allows us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.
- 7.4** The teacher completes an assessment each term, and then updates the EYFS tracker. There are 17 ELG (Early Learning Goal) points. The child's next teacher uses this information to make plans for the year ahead. We also share this information at parent consultation meetings.
- 7.5** Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete this report with reference to the 'Characteristics of Effective Learning' set out in the 'Development Matters' document.' We send these annual reports to parents in July each year.

8 The role of parents

- 8.1** We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- visits by the teacher to all children in their home setting prior to their starting school;
- opportunities given to the children to spend time with their teacher before starting school (see transition policy)
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- encouraging parents to stay if there are problems with the child's admission;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through the child's school diary if it is required, and inviting parents to curriculum evenings, in order to discuss the kind of work that the children are undertaking.

- 8.2** There is a formal meeting for parents each term at which the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

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9 Resources

- 9.1** We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.
- 9.2** The classroom is set up to enable adult led activity time, child initiated time and whole class time. Resources are accessible to all children to encourage independence.

10 Early Years Transition

We endeavour to ensure a smooth transition for pupils between pre-school, child-minder or home our Reception class. We also ensure children make a smooth transition between EYFS and Key Stage 1. Children and their parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children are vulnerable at stages of transition so we implement a range of strategies and activities to ensure it is smooth and happy.

10.1 Aims

- To provide a smooth transfer from home, pre-school or child-minder to Reception class for both pupils and their parents/carers
- To ensure that the children's emotional well-being is a priority
- To ensure good communication between staff, parents and pupils
- To raise the parents/carers awareness of school routines and how to support their child at school
- To provide a smooth and positive transition between Reception class and Key Stage 1 and to ensure that the EYFS assessment information is effectively communicated

10.2 Transition into Reception Class

The following strategies are embedded in order to ease transition:

- Shared play-area with onsite nursery to assist the children to become familiar with the reception class staff
- Phoenix Playmates familiarise children with the same reading/phonics strategies used in Reception Class, at an appropriate level
- Termly meetings between nursery manager and Reception class staff to ensure consistency where children's needs/abilities are discussed
- There is an opportunity, where appropriate, for children from Phoenix Playmates to experience phonics lessons in the reception class setting
- During the summer term, pre-school children are familiarised with their new surroundings as staff bring children in to Reception class to read a story
- Drop-in sessions are then organised for pre-school children to join Reception Class pupils for free-flow play

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- In the summer term, Reception Class staff invite pre-school children in for regular sessions of maths/literacy through song
- Pre-school children are invited to whole school worship when the Reception Class children are celebrating their work
- Children's artwork from end of pre-school is displayed in reception class ready for the start of school in September
- Invitations for pre-school children to attend activities/visits from Spring term onwards
- Stay and play sessions are arranged in term 5, when prospective parents are invited to bring their children in to the Reception classroom to play with them, and chat with the staff
- Weekly story time with head teacher during term 6
- Two taster sessions for new pupils are held towards the end of the summer term where the pre-school children will meet and have fun with their new teachers.
- Welcome evening for new Reception class parents to meet staff and gain information about EYFS
- Welcome letter to be sent to children to explain how Reception will be different from pre-school/child-minder/home

In July the manager of Phoenix and the EYFS lead meet to share data/information regarding each child to inform planning for the following year.

The school liaises with other local pre-schools. The staff from local pre-schools visit Nailsworth or Nailsworth Reception staff visit them in order to familiarise the children with the school. Children's needs and levels of development are discussed. All children will be invited to attend many of the activities detailed above.

Home visits are offered at the beginning of the reception year. The class teacher and teaching-assistant will be able to observe children in their familiar home environment and chat with parents about the coming year.

All early years teaching is underpinned by the 'Characteristics of Effective Learning'. This government guide informs the planning and teaching of Early Years at Nailsworth and is also used to assist the transition into year 1.

Characteristics of Effective Learning	
Playing and exploring – engagement	
<ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	
Active learning – motivation	
<ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do 	
Creating and thinking critically – thinking	
<ul style="list-style-type: none"> • Having their own ideas • Making links 	

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|--|
| <ul style="list-style-type: none"> • Choosing ways to do things |
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10.3 Reception to Year 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is, therefore, an important transition. There are a number of ways to ensure that the move from Reception into Key Stage 1 is a smooth and happy one for the children.

The following strategies are imbedded in order to ease transition:

- Weekly story time with KS1 in year 1 classroom throughout the year prior to children starting Year 1
- Joint topic work with KS1 during the year prior to children starting Year 1
- Circle time discussions about moving to Year 1
- Story times/ activities with the Year 1 teacher and support staff in the summer term
- Whole school transition day in summer term
- A welcome letter to children to explain how Year 1 will be different from Reception Year
- Opportunity for parents to come in and discuss transition with the EYFS lead and Year 1 teachers and teaching staff
- Ensuring that in Year 1 there is an appropriate balance of adult led activities and child initiated activities, to support children's learning needs in Year 1
- Ensuring that there is a role play area in Year 1

To support transition through planning, the year 1 teacher will plan from the National Curriculum and the EYFS curriculum for those that have not yet achieved their Early Learning Goals. Opportunities for structured play/play based enquiries will facilitate this. This may involve sharing inside/outside resources with the Reception class,

In July, the EYFS lead will share pupil data/information in detail with the Year 1 teacher. Each child will be discussed regarding whether or not they have achieved a Good Level of Development i.e. reached all of their Early Learning Goals.

Assessment in Reception Class will have led to some pupils being identified as having SEND. The Reception Class teacher will have devised appropriate provision and intervention to support/accelerate the child's learning and this will have been recorded on a My Plan. The needs of these pupils will have been discussed with the SLT and SENCO during Pupil Progress Meetings. The summer term Pupil Progress Meeting will allow this information to be shared and new learning targets to be set to ensure continuity between Reception and year 1.

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