



# Early Years Foundation Stage Policy

Policy lead:	Mrs C. Prynne
Link Governor:	Mrs J Carter
Date of last review:	November 2017
Date for next review:	November 2020

## **Widewell Primary Academy**

### **EARLY YEARS FOUNDATION STAGE POLICY**

#### **Context**

Our practice is based on the statutory framework for the Early Years Foundation Stage (EYFS) 2012, which sets the standards for learning, development and care for children from birth to five.

The Childcare Act 2006 provides for the EYFS learning and development requirements to comprise three elements:

- The early learning goals – goals that providers must help children work towards i.e. the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five.
- The areas of learning and development (educational programmes) – areas which must shape activities and experiences for children in all early years settings.
- The assessment arrangements – arrangements for measuring progress and requirements for reporting to parents/carers.

There are seven areas of learning and development, which are:

#### **The three prime areas**

- Communication and language.
- Physical development.
- Personal, social and emotional development.

#### **The four specific areas**

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

#### **Our aims**

This early years foundation policy is based upon the principles of:

- A unique child – every child is constantly learning and can be resilient, capable, confident and self-assured.
- Positive relationships – children learn to be strong and independent through positive relationships.
- Enabling environments – 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/carers.

- Learning and development – 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.

### **School practice**

At our school, we recognise that:

- In addition to a relevant curriculum, effective education requires practitioners who understand and are able to implement the educational programme requirements.
- Effective education requires understanding that children develop rapidly during the early years – physically, intellectually, emotionally and socially.
- Children feel included, secure and valued by addressing and meeting their individual needs.
- Early years experiences build on what children already know and can do.

At our school, we aim to ensure that:

- By working closely with parents/carers, no child feels excluded or disadvantaged.
- Our early years curriculum is carefully structured.
- We provide opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves.
- Our practitioners observe and respond appropriately to the children.
- We provide well-planned, purposeful activities and appropriate intervention to engage the children in the learning process.
- The learning environment is well-planned and well-organised in order that children have rich, stimulating experiences.
- Our practitioners provide high quality care and education to ensure effective learning and development for young children.

### **Organisation of the foundation stage**

The foundation stage is led by our foundation stage leader.

### **The foundation stage curriculum**

The foundation stage covers the development of children between the ages of three and five years. The reception year is the final year of the foundation stage. Many children have attended some form of pre-school setting. Practitioners working with children at pre-school will also have been guided by the early years foundation stage document, using the phases of development, working towards the early learning goals. The reception year has a set of expectations or goals that the children are supported to achieve. These early learning goals are divided into the seven areas of development:

#### **The prime areas**

##### *Communication and language*

- Listening and attention.
- Understanding.

- Speaking.

#### *Physical development*

- Moving and handling.
- Health and self-care.

#### *Personal, social and emotional development*

- Self-confidence and self-awareness.
- Managing feelings and behaviour.
- Making relationships.

### **Specific areas**

#### *Literacy*

- Reading.
- Writing.

#### *Mathematics*

- Numbers.
- Shape, space and measures.

#### *Understanding the world*

- People and communities.
- The world.
- Technology.

#### *Expressive arts and design*

- Exploring and using media and materials.
- Being imaginative.

We value each area of development and appreciate the importance of learning through play in achieving the early learning goals relating to each area. Our planning is structured to reflect the different ways in which children learn and develop. We provide a balance of activities that children can initiate themselves (child initiated) and those that are teacher directed. We provide opportunities for teaching and learning both indoors and outdoors. We are aware of the rich experiences that children come into school with and are prepared to extend these appropriately.

### **Assessment**

As part of the teaching and learning process, staff members assess each child's development in relation to the phases of development and early learning goals, as documented in the EYFS framework. All seven areas of development are included in the assessment.

### **Progress check at age five**

In the final term of the year in which the child reaches five, and no later than 30 June of that term, we will complete the foundation stage profile for each child. This provides a way of summarising children's achievements and provides important information for parents and year 1 teachers. The

profile ensures that each child leaves the foundation stage with their strengths acknowledged and next steps for learning identified. We will assess each child's level of development against the early learning goals and indicate whether the child is meeting or exceeding expected levels. If a child has not yet reached expected levels, we will highlight those areas where further progress is needed.

Additional assessments are made of children with special educational needs.

We are subject to regular Ofsted inspections of our delivery of the EYFS and reports of those inspections are publicly available. Our most recent inspection was in May 2016 and can be accessed on line or hard copies are available.

### **Other requirements**

The early years foundation framework also contains requirements of the standard of provision and facilities for the children. These are also subject to Ofsted scrutiny and inspection.

### **Staff**

All our staff are fully qualified to carry out the role assigned to them. We are especially careful to ensure that we have sufficient staff with the appropriate qualifications to meet the statutory child: staff ratios for each age group.

Each child has a named key person whose role is to ensure that every child's care is tailored to meet their individual needs and to offer a settled relationship for the child as well as keeping regular contact with parents /carers.

### **Premises**

Our premises and equipment are organised in a way that meets the needs of pupils and in particular provide maximum possible access for children with disabilities. We offer statutory levels of provision for outdoor play and areas where children can play quietly. Provision for a child to sleep can be arranged should the need occur.

### **Records and information to parents**

We keep careful records of progress as indicated in the assessment section of this policy. There are also confidential medical records which are held in such a way that the privacy of each child is properly protected.

We ensure that there is a two-way flow of information about each child between us and their parents/carers. We report on:

- Progress (see the section above on assessment).
- The range and type of activities provided for the children.
- How we support child with special needs or disabilities.
- The kinds of food and drink we offer to children.
- The name of the child's key person and how to contact us in an emergency.

We hold meetings when parents/carers can come to meet their child's key person and other members of staff who are involved with that child. We also hold information meetings when a key professional will conduct question and answer sessions on subjects of interest.

### **Links to whole school policies (where applicable)**

The foundation stage policy operates in line with other whole school policies, which address the important issues of:

- Behaviour.
- Special educational needs.
- Gifted and talented children.
- Health and safety.
- Child protection.
- Equal opportunities.

### **References**

Statutory Framework for the EYFS – DFE [www.education.gov.uk/publications](http://www.education.gov.uk/publications).