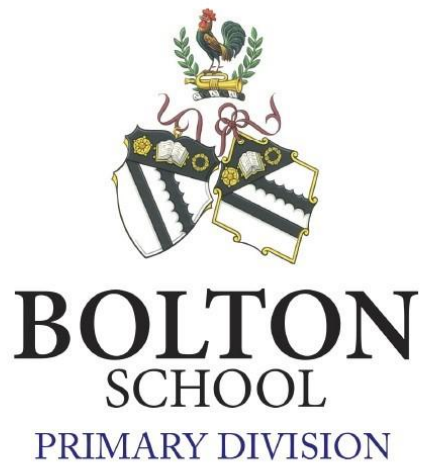




Early Years Foundation Stage Policy

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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.

Our EYFS policy aims to ensure:

- Create a happy, caring, secure and stimulating environment for all children
- Encourage confidence, independence and a desire to learn
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs
- Work in partnership with parents and carers
- Develop children to have an enquiring mind, an interest in learning and an enthusiasm for the next stage of school life
- Provide good quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Ensure all children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Provide the foundations for later learning
- Encourage good social relationships, developing self-esteem and respect for others.

The overarching aim of the Early Years Policy at Bolton School is to promote the principles of the EYFS Statutory Framework and The Early Year Outcomes.

The Statutory document states the requirements for schools and early years' settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn. The Early Years Outcomes underpins all the assessment and learning at our school.

https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf

Structure of the EYFS

At Bolton School our EYFS is made up of the stand-alone Nursery Provision and EYFS education at our Infant School, Beech House which accepts children from Pre-School age. The Nursery provision offers year round care to children from the ages of 0-5 on either a full or part-time basis. There are four rooms in the Nursery, organised by the age and stage of development of individual children. Children attending Pre-School or Reception in Beech

House attend full time, term time only. There is one Pre-School class with an intake of up to 25 children and three Reception classes with the capacity for 25 children in each. All EYFS children have access to the full facilities of Beech House as well as the outdoor facilities of both Beech House and the Nursery and the wider Bolton School Foundation, most notably this includes the Outdoor Woodland areas located on the Tudor Avenue and Park Road parts of the site.

Close links are developed between the two Pre-School classes to ensure consistency in learning and development where appropriate.

A Unique Child

We recognise that children learn and develop well in enabling environments. Staff work closely with parents and carers to observe the children's interests, learning and development and use the information gathered to plan challenging but achievable activities and experiences to extend the children's learning. The EYFS learning environments, both inside and out, are carefully organised into learning areas, where children are enabled to find and locate equipment and resources independently. Each EYFS class has access to an outdoor space, which is an essential part of the EYFS curriculum and has a significantly positive impact on children's learning and development. Children will have the opportunity to be outside in all weathers. Being outdoors offers opportunities for doing things in different ways and on different scales. It offers the children the opportunity to explore, use their senses and be physically active.

Organisation and management of the learning environment:

In line with the principles of the EYFS (***unique child, positive relationships, enabling environments, learning and development***) our practice often starts with the child and their interests, abilities and skills. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Teaching and learning is organised inside and outside the classroom including areas of continuous provision:

Indoors provides role play, imaginative area, sand, water, small world, construction, malleable / sensory experiences, mark making, reading area, creative areas, ICT, gross and fine motor skill development.

Outdoors provides opportunities to develop gross motor/fine motor, gardening skills, exploration and investigation, wildlife awareness and problem solving.

The practitioners plan for planned, purposeful play ensuring a good balance between adult and child led activities, following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.

The learning environment enables children to demonstrate the characteristics of effective learning and adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically.

Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment

Equal Opportunities and Inclusion

At Bolton School, we are committed to equal opportunities and inclusion at all times. (See our whole school policies)

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS framework and is planned to lead smoothly into our KS1 curriculum in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- personal, social and emotional development
- communication & language;
- physical development;

4 Specific

- literacy
- mathematics;
- understanding of the world;
- expressive arts and design;

The EYFS staff also ensure that activities reflect the **characteristics of effective teaching and learning** which are:

- **Playing and exploring** – children investigate and experience things and ‘have a go’.
- **Active learning** – children concentrate and keep trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically** – children develop their own ideas, make links and develop strategies for doing things.

At Beech House we are working towards children achieving, and in many cases exceeding the early learning goals by the end of the Reception year.

The curriculum has been developed in line with the EYFS requirements for long, medium and short term planning. Each area of learning is planned for and tailored to meet the specific needs of the children and their progression in learning. Self-evaluation and careful assessment means that the areas of learning, the learning environment and the characteristics of children’s learning are all catered for. Staff aim to plan from the children’s interests’ wherever possible.

In the Foundation stage we ensure our children receive a rich curriculum which includes opportunities to explore and develop an understanding of British values as part of their wider personal, social and emotional development. Each child is allocated a ‘keyperson’ and staff also aim to develop key skills for learning throughout the day such as listening carefully to staff and following instructions.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them.

The staff also ensure that the children have many opportunities to become independent learners who enjoy a challenge! Throughout the day the children are able to access high quality resources and have opportunities to gather as a whole class as well as in smaller groups. Each day has a timetable with set routines in place. Guided reading and phased phonics groups are key elements of each week.

The wider curriculum consists of;

- Educational visits and visitors, e.g. family members, members of the local community
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, nature days
- Links with local community organisations, e.g. local churches, mosques etc.
- Links with the wider school. including, the junior and senior schools.

EYFS Planning

Our planning file includes:

Long term overview, medium term planning, planning for continuous provision indoors and outdoors, plans for literacy and maths etc and weekly short term plans.

The planning is annotated weekly and used to inform further planning and assessment to ensure optimum teaching and learning.

Observation and Assessment

Ongoing assessment

Observations, photographs, and children's work are recorded and these are used by practitioners to develop knowledge of individual progress, in order to inform future planning, e.g. talking to and listening to children, discussion with parents and participating in activities.

Within the Nursery, observation take place weekly and are logged on Parenta.

Within Beech House these are used to build class floor books.

Samples of children's work along with photographs are kept to use as evidence and further assessment.

On Entry Assessment

Children are assessed in a number of ways as they enter the Foundation Stage. Information is gathered from previous settings, parents and other professionals to ensure staff are fully aware of the children's needs and abilities. Transition documents are shared from other childcare settings. During the first few weeks of term, the staff observe the pupils and establish their baseline judgements. Information is shared with our Learning Support Coordinator, resulting in additional needs being identified at an early stage.

The two-year check is completed as part of our assessment process. It details the child's strengths and any areas where progress is less than expected in the Prime areas of learning.

At the beginning of the Reception year all children are assessed using Reception Baseline Assessment.

End of EYFS assessment

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority. The children are assessed against all 17 Early Learning Goals in each of the 7 areas of learning.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile'

The transition period between both Nursery and Pre-School or Reception and Reception and year 1 is taken very seriously. Meetings with staff are arranged and the children are individually discussed at great length. Evidence (including the FSP scores) is passed up to support the assessment and all tracking is used to support it. End of year Pre-School reports are shared and discussed with each child's new Reception class teacher.

Reporting to Parents

At the end of the Reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

Information is shared between staff and parents on an on-going basis throughout the year;

- through interactions at the beginning and the end of each day
- parents' evenings
- Interim reports in the Autumn and Spring terms - full report in July
- open evenings and afternoons
- open door policy

Induction/Parental Engagement & Involvement

Once parents accept the place for their child they are invited to a number of meetings to prepare them. They are given a welcome pack which contains the following;

- Important dates, induction visits etc
- School/Nursery guide
- A brief explanation of the daily routine and what and how their child will be learning.
- Uniform details
- Forms to complete to ensure the children are kept safe (medical information, allergy information, contact numbers, list of people who will be collecting etc.)

Parents are informed about how the EYFS is delivered in the setting and how they can get more information. We discuss how children are supported and give details of where relevant policies can be accessed by parents,

Children joining the Nursery are invited to attend a series of settling in sessions prior to their start date. Children joining Beech House are invited to a stay and play session prior to their induction visit to school prior to the summer holidays to meet the staff and explore their new environment.

Procedures for transferring being different sections

Points of transition:

Nursery to Reception

This includes liaison with home / pre-school where information is transferred, visits to pre-school, open days, identification of key staff who will be working with the children.

Reception to Y1

Liaison with Reception staff, transfer of information, Y1 staff visiting and children visiting Y1, identification of key staff used in Y1.

Parents are invited in to discuss any concerns, opinions they might have and are informed of the main changes of the national curriculum and the more structured approach to learning.

Children are also formally introduced to their new class teacher and have a taster session in their new classroom before they finish in July. The Year One teacher and Reception teachers meet and discuss children's ability (including FSP results), progress and characteristics of learning.

Liaison with other agencies

As children progress in Reception their needs are identified and fully supported. If a child does have specific needs, then they are given support from school and agencies where appropriate, which may include Speech and Language Therapy, Occupational Therapy and Woodbridge Learning Support. The Learning Support co-ordinator is Mrs K Shaw and parents are supported to access help for their children.

Staff Development

All staff working in the Foundation Stage are conversant with EYFS principles, procedures for observation, assessment, and record keeping and planning.

All permanent members of staff will be a key person to a group of children, ***'Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'*** (Statutory requirement 3.27) In Beech House the class teacher is the key worker for all children in their class.

Staff have regular access to Inset training, access to courses, clusters, national training and further qualifications.

The identification of training needs for staff will take place through Performance Management and staff supervision meetings.

The Early Years co-ordinator will ensure that:

- ◆ Appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ A record of INSET activities is maintained.
- ◆ Teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- ◆ Regular staff supervision meetings are held.