

## Early Years Foundation Stage Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Laura Geobey
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School's review date:	January 2019

### CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. This policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

**Article 3: Everyone who works with children should always do what is best for each child.**

**Article 19: You have the right to be looked after and kept safe from harm.**

**Article 23: We have the right to special care and support if we have a special need.**

**Article 28: We have the right to learn and go to school.**

**Article 29: We have the right to become the best we can be.**

**Article 31: We have the right to play and rest.**

### EYFS POLICY STATEMENT

This policy reflects the values and philosophy of Chad Vale Primary School in relation to teaching and learning in our Early Years Foundation Stage. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment.

The Early Years Foundation Stage applies to children from three years of age to the end of their Reception year. In our school, all children join us at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term of a child's fifth birthday).

At Chad Vale we aim to provide a happy, caring, safe and secure environment for learning

which meets the needs and interests of the children.

The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage and these are the measures by which we assess our children against at the end of the year. The EYFS is based upon four principles; taken from the Development Matters document which looks in depth at developmental milestones for children from birth to five. The four themes of the EYFS focus upon:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

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 activity that provides opportunities for learning both indoors and outdoors
- it provides a rich and stimulating environment.
- it promotes the Characteristics of Effective Learning
- it provides opportunities to develop and build on children's independence
- it allows children to explore and investigate the world around them

## THE EARLY YEARS FOUNDATION STAGE CURRICULUM

The Early Years Foundation Stage curriculum is based around the seven areas of learning which are:

Prime	Specific
1. Personal Social and Emotional Development	4. English
2. Physical Development	5. Mathematics
3. Communication and Language	6. Understanding of the World
	7. Expressive Arts and Design

None of these areas of the curriculum can be delivered in isolation from the others; they are equally important and depend upon each other to support a rounded approach to the development of each child. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it.

### The Characteristics of Effective Learning:

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected. 'The ways in which the child engages with other people

and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.’

The Characteristics of Effective learning support the development of the Unique Child in **how** children are learning. These 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

## **PLANNING AND RESOURCING**

Our learning environments, 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.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children’s learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively

- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from 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 taking action to provide support as necessary. This involves speech therapy for some of our children

## **TEACHING METHODS AND APPROACHES**

Our Early Years Foundation Stage curriculum understands the importance of allowing children to contribute to the planning process. Through planning meetings we allow children to have input into learning topics, we then use this to feed into our continuous provision plans. As a result we also ensure that in the absence of an adult the continuous provision provides opportunities for learning to take place at high level. After assessment periods we carry out a gap and strength analysis which brings to attention any areas of strength/weakness and use this to inform our planning.

### **Play underpins the teaching and learning that takes place in our Early Years**

**Foundation Stage classrooms** and we place a high level of importance on purposeful play (where adults are used to support and extend the learning taking place). We follow the guidance given by Ofsted in the Teaching and Play in the Early Years – a balancing act?

“Leaders did not think of teaching and play as separate endeavours. In every playful encounter we observed, adults, consciously or otherwise, were teaching. They were making important decisions about the resources they used and the questions they asked. They thought carefully about their physical behaviours, the language they used and the environments they created. These constant, everyday decisions were recognised as teaching.” *Teaching and play in the early years – a balancing act? Ofsted 2015.*

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own within a safe and supportive environment. They communicate with others as they investigate and solve problems. Play underpins the delivery of the Early Years Foundation Stage Curriculum. Children are able to take risks and make mistakes, and learn from them and can express fears or re-live anxious experiences in controlled and safe situations.

In order to promote good Teaching and Learning at Chad Vale we aim to:

- Develop good relationships between home and school, enabling children to feel secure and develop a sense of well-being and allowing parents to be involved in the assessment process
- Start from the needs of the child and plan learning from assessments and observations
- Provide opportunities for the children to learn through first hand experiences, give clear explanations, make appropriate interventions and extend and develop play and communication skills, both inside and outside the classroom
- Plan a curriculum based on the Early Years Foundation Stage curriculum that supports the children to achieve the Early Learning Goals
- Provide children with the opportunity to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Enable children to develop independence and self-management skills.
- Identify the progress and future learning needs of children through rigorous on-going assessments.
- Have clear aims and success criteria, to monitor and evaluate planning to improve what we do.
- Identify training needs of all adults working within the Early Years Foundation Stage.

## **ORGANISATION**

The Foundation Stage teaching area is a semi open plan double classroom, with two Teachers and additional Teaching Assistants. This opens out onto an outside enclosed area. The Foundation Stage staff work as part of a team and children from both classes have opportunities to work together during free flow times, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways. This may be within their own class group, small group work, pairs or individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

## **ASSESSMENT AND RECORD KEEPING**

Throughout the foundation stage, as the learning and teaching process, we assess each child's development in relation to the Early Learning Goals that form part of the curriculum guidance for the foundation stage. These assessments are made on the basis of our accumulating observations and knowledge of the whole child.

During the children's first half-term in the reception class, the teachers assess the ability of each child using the school's baseline assessment procedure. Parental input is vital during this process and on induction to our Foundation Stage we complete parental interviews to allow parents to discuss their child in detail. We use this information to modify the teaching programme for individual children and groups of



children. We share the baseline information with parents at the first parent consultation meeting of the academic year.

The foundation stage profile is completed throughout the year to track individual achievements and set future targets in the Autumn, Spring and Summer terms. Assessments against areas of learning are finalised during the summer term and each child's achievement is summarised against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

Teachers keep an assessment profile for each child and use these to record examples of each child's achievement. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. We ensure that there are a range of assessment types used to build a thorough picture of a child's achievement, including written work, practical tasks and observations of teacher led and child initiated learning.

## **REPORTING**

Parents receive an annual report that offers 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 these in June and send them to parents in early July each year. Parents can also access their child's progress reports throughout the year using the school's online assessment programmes. Each parent will receive a secure password for their child in order to access the system.

## **EYFS TELEPHONE CALLS/MOBILE PHONE/CAMERA/VIDEO RECORDER USAGE**

Personal mobiles, cameras or video recorders cannot be used to record classroom activities. ONLY school property can be used for this. Photographs and recordings can only be transferred to, and stored on a school computer to be printed. Personal phones may only be used in designated areas of school (listed in the Staff Handbook).

## **MONITORING/ EVALUATION**

It is the responsibility of all Early Years Foundation Stage staff to follow the principles in this policy. The Head Teacher, Senior Leadership team and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The Head Teacher, Governors, EYFS Coordinator and staff will review this policy regularly. Any amendments will be presented to the Curriculum Governors.

## **INCLUSION AND EQUAL OPPORTUNITIES**

At Chad Vale we believe that all of 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 planning for their learning (see our policy on school inclusion).

In our Early Years Foundation Stage we set realistic and challenging expectations that meet 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 achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Policy agreed on: .....

Chair of Governors: .....