



<b>Previous policy review</b>	<b>July 2018</b>
<b>Reviewed and accepted by Governing Body</b>	<b>October 2020</b>
<b>Next review</b>	<b>October 2021</b>
<b>Signed:</b>          <b>Chair, Governing Body – Dave Tucker</b>	

**Neroche Community Primary School  
Early Years Foundation Stage Policy**

# Early Years Foundation Stage Policy

## Purposes

There are four main purposes to this policy:

- to establish an entitlement for all children within the Early Years Foundation Stage
- to establish expectations for all staff working with children in the Early Years Foundation Stage
- to state the school's approaches to the Early Years Foundation Stage curriculum in order to promote parents' and carers' understanding of the curriculum being taught
- to promote continuity and coherence across early years education

## Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

## Structure of the EYFS

The Foundation Stage and Early Learning Goals refer to children in nursery/pre-school and reception classes. This is a distinct key stage, where children could enter at two years old and leave at the end of their reception class year.

Our 'First Friends Pre-School' is located on the school site and shares all facilities with the main school. It is housed in a purpose built modern building and opened in September 2017. First Friends caters for children from 2 years old, and ensures transition for children into our reception class is as smooth and seamless as possible. This transition also applies to parents and carers who have built up a supportive working relationship with staff over what can be several years.

'First Friends Pre-School' sessions are either between 8.30/09.00 a.m., to 12 noon and 12.00 noon to 15.00/15.30 p.m. First Friends children are also able to join the Neroche Community Primary School Breakfast Club and After School Club once they are three years old. Please see our current Charges and Remissions Policy which forms part of the school Finance Policy, for relevant charges.

Some two year olds and all three and four year olds are entitled to up to fifteen funded hours per week, following the term after their third birthday. Eligible children can also claim up to thirty funded hours, if criteria set by the Department for Education is met. Further information regarding available funding can be obtained from the school office.

For the majority of children the end of the reception year will be the end of the Early Years Foundation Stage and the start of National Curriculum requirements. The current expectation is that at Neroche Community Primary school the staff will work to ensure that the majority of children will achieve a Good Level of Development by the end of the reception year, and that more able children exceed the Early Learning Goals.

## EYFS Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity, enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development
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The prime areas are strengthened and applied through 4 **specific areas**:

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

The curriculum for the EYFS should underpin all future learning by supporting, fostering, promoting and developing the 7 areas above, and also children's Characteristics of Effective Learning (Active Learning / Creating and Thinking Critically / Playing and Exploring).

## Planning

### Intent

At Neroche Community Primary School our school aim of living and learning for life underpins our ambitious curriculum for all learners, which contributes towards their knowledge and cultural capital\*.

As a school, we believe that both children and adults learn new things every day, building upon and retaining their existing knowledge. We are committed to ensuring that all children, including those from the most disadvantaged backgrounds and those living with identified special needs are equipped for their next stage of their education.

We maintain that learning should be a rewarding and enjoyable experience for everyone, and that it should be fun and memorable. Through delivering coherently planned and sequenced, high quality learning opportunities we endeavour to equip children with the skills, knowledge and understanding necessary to be able to make informed choices.

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most will achieve the 'Good Level of Development' (GLD) as expected by the Summer Term of the reception year. Some children may progress beyond this point gaining an 'Exceeding' level. We achieve this by planning to meet the needs of all children no matter their needs or background.

### Implementation

Through high quality teaching, we motivate children, building on their existing skills, knowledge and understanding of the curriculum. We strongly believe that reading underpins every child's successful educational journey, and we commit to ensuring this has a high priority within our curriculum.

We have high expectations of all our children and staff, and we are committed to ensuring that our school adults have strong subject knowledge to enable them to present subject matter clearly to the children.

We encourage children and staff to be the best that they can be and work to their highest possible standard. We have high aspirations for our children and believe that our ambitious curriculum ensures that they are prepared for their next stage of their education. We constantly evaluate the impact on children's continued learning journeys, ensuring that we modify and develop our future curriculum implementation.

All staff make a special effort to establish effective professional relationships with children, giving them the confidence to believe in themselves and take learning risks. We treat children with kindness and respect, reinforcing and modelling our school expectations of showing that we care and believe this has a significant impact on children's potential to learn.

We praise children for their continued efforts, aiming to build on their ambition to be the best that they can be and developing positive attitudes towards being a lifelong learner.

We provide a calm but stimulating environment, which enables and supports our curriculum implementation and helps children to focus on learning. We use display to support and celebrate children's focused learning. This also evidences and shares the implementation of our curriculum with our wider community.

We meet the needs of our children through:

- planning opportunities that build upon and extend children's knowledge
- experiences and interests that develop children's self-esteem and confidence
- 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 a wide range of teaching strategies based on children's learning needs
- 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, which involves speech therapy for some children and close liaison with the SENDCo (Special Educational Needs & Disability Co-ordinator)

## Organisation

The learning environment both in and out of doors will be well planned and organized into defined areas to support the 7 areas of the EYFS. For example there will be:

- An engaging reading area as well as books throughout the setting.
- Sensory activities, e.g. sand, water, malleable materials etc.
- Writing areas/mark making areas with a variety of materials to record with, e.g. pens, paper, chalk, paint etc.
- Role play spaces
- Creative media areas
- Construction and small world spaces

All areas will be attractively resourced and presented, so that children are drawn to them and engage in purposeful, challenging activity with or without the presence of an adult. Resources will be organized in such a way that children are enabled to make informed choices, independently selecting what they need and taking responsibility for clearing away. Children should be able to relate personally to the resources available, in that they reflect children's varied home and community experiences. Resources should also reflect the multi-cultural nature of this country.

## **Learning Outdoors**

We place great emphasis on the purpose of the outdoor environment. Children should have access to the total learning environment in and out of doors for a substantial part of each school week. Resources should be organized in a similar way both indoors and outdoors so that children can retain independence and responsibility. All children need to be encouraged to take part in the full range of outdoor experiences.

## **Assessment**

Ongoing assessment is an integral part of the learning and development processes. At Neroche, we use the online assessment tool Tapestry to make observations and assessments. Along with this tool we will use a range of assessment strategies to ensure that the next steps in children's learning are appropriately planned in order to help children make progress. We will identify assessment opportunities in planning and seek opportunities for:

- skillful and well planned observations of children
- working partnerships with parents
- evaluating the quality of provision, and practitioners training needs
- ensuring our assessments are informed by observations, discussion and evaluation in line with our curriculum.

At the end of reception, the EYFS Profile expects practitioners to make a judgement as to whether a child is meeting (expected), exceeding or emerging in relation to the Early Learning Goals (ELGs). In addition teachers will make an assessment against the three Characteristics of Effective Learning (Active Learning / Creating and Thinking Critically / Playing and Exploring). In total there will be seventeen ELG judgements on the basis of meeting (expected), exceeding or emerging levels, plus a written statement setting out how well a child is developing against the three characteristics of effective learning.

## **The Role of Parents and Carers**

Neroche Community Primary School staff all acknowledge the importance of the partnership between the school and the home. Parents and carers play a crucial role in the education and development of their children and the school involves them in the following ways:

- observations are shared on Tapestry, which parents can respond to and add their own from home
- children are assigned a key person who is a first point of contact
- half termly letter relating to Early Years topics and other information /notices
- parents' evenings to inform on progress
- end of topic celebrations for parents/carers
- Celebration Bags – work celebration bags to take home
- parents talking to the class/sharing experiences
- parents accompanying school trips
- opportunities to learn about teaching methods e.g. phonics morning
- termly child / parent reflection feedback

## **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

## Leadership and Management

The EYFS Lead, Miss Millard is responsible to the Headteacher for the management of the Early Years Foundation Stage curriculum. The Lead Governor for the Early Years Foundation Stage is Mrs. Tracey Ward.

It is important that all staff and Governors are aware of the requirements of the Early Years Foundation Stage and are up to date with current practice, so that they understand the importance of the key stage in relation to the continuation of children's learning at Neroche Community Primary School.

## Statutory Policies

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

## Monitoring arrangements

This policy will be reviewed by the Lead EYFS Governor and approved by full Governing Body every two years, or as appropriate.