



Capel Primary School

‘Learning today, for tomorrow’

Early Years Foundation Stage Policy

Policy Control	
Responsible Governor Team:	Learning and Development
Approved by Governors:	March 2017
Date due for review:	March 2018

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To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safe guarded this policy is included under the safeguarding umbrella.

Link Policies

- ❖ E-safety Policy
- ❖ Health and Safety Policy
- ❖ Special Educational Needs Policy
- ❖ Looked After children
- ❖ Safeguarding Policy
- ❖ Charging and Remissions Policy
- ❖ Equality Policy
- ❖ Complaints Procedure
- ❖ Behaviour Policy
- ❖ Staff Induction
- ❖ Complaints Procedure

This policy was developed by the Early Years Foundation Stage Leader in consultation with Staff and was approved by the Governing Body

The aims of this policy are:

- To make explicit the principles we adhere to within the Early Years Foundation Stage and those outlined in Statutory Framework for the Early Years Foundation Stage (EYFS revised 2014)
- To outline the provision made for children in the EYFS at our school through transition, assessment and planning, including children with special educational needs
- To outline how provision is monitored

At Capel Primary School we recognise that children are unique and develop and learn in different ways and at different rates. We recognise that children's earliest experiences help them to build a secure foundation for future learning. At Capel Primary School we sensitively support children along their learning journey by observing and responding to the ways that they learn as well as the knowledge and skills that are emerging or embedded. We use this information to plan for pupil next steps, ensuring that activities and resources are relevant, open-ended, meaningful and stimulating and subsequently enable pupil progress.

Partnership with Parents

We greatly value the contribution and knowledge of parents and carers in enabling their child to make the best possible progress. We try to include parents as much as possible so that we can work together to ensure that we get a rounded understanding of every child and can then plan effectively to meet children's next steps.

At Capel Primary School formal meetings which are offered to parents include:

- An admission meeting to explain school and class routines – **June/ July**
- Home visits which take place in **September** for every new pupil
- Parents' consultations to discuss settling in and progress as well as next steps– **October/November**
- A reading meeting to inform parents how phonics and reading is taught and how they can support at home –**October/November**

- A numeracy workshop to inform parents how mathematical concepts and skills are taught and how they can support at home **January**
- Spring term: parents' consultation to discuss progress as well as next steps - **March**
- Summer term: parents receive a school report, reporting children's attainment against the Early Learning Goals and their next steps– **July**.

Regular opportunities for dialogue also include:

- July pre-starting school – children and families are invited to a class picnic to meet children's buddies and school staff
- Daily opportunities to liaise with staff in Class R. Families are welcomed into class every morning and they can meet with staff at end of the school day
- Daily Home-School contact book
- The use of an online 'Learning Journal' which enables parents and carers to contribute to their child's profile

At Capel Primary School we adhere to the Statutory Framework for the Early Years Foundation Stage (EYFS revised 2014). We also refer to Development Matters in the Early Years Foundation Stage 2012, Early Excellence Assessment Tracker (EEXAT) and Early Years Outcomes 2013 to support planning and assessment.

Learning and Development

There are seven areas of learning and development. The areas are split into two categories – Prime Areas and Specific Areas. At Capel Primary School we value all areas of learning which are all interconnected, however, we acknowledge the fundamental importance of the Prime Areas in enabling pupils to make progress. Children are assessed against all areas and at the end of their EYFS Year against the Early Learning Goals as either emerging, expected or exceeding the Early Learning Goal.

The Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

For further information regarding areas of learning see "Statutory Framework for the Early Years Foundation Stage - March 2014"

At Capel Primary School we plan opportunities for learning and development through both adult led and child initiated activity. We strongly believe in purposeful play to enable children to explore, problem solve and to work with others. We reflect on the different ways that children learn. For example:

- Through playing and exploring
- Through active learning
- By creating and thinking critically

We plan our provision ensuring that our routine and environment support the development of these areas.

Transition to school – Every Child is Unique

To ensure every child has the best possible start at school we have a clear transition programme:

- Transition Documents are used to gain an understanding of each child's learning journey to inform planning as soon as children begin in Class R. Documents include My Unique Story as well as Transition Grids
- The Class Teacher visits children at Pre-School and meets with their Key Person
- Staff visit children and their families at home enabling families to make links with their Key Person and to improve communications
- Children attend taster sessions
- Families are invited to an afternoon at school. For example a 'picnic event'.

Observation and Assessment to inform planning

We ensure experiences and activities continue to meet children's interests and their next steps in their learning through:

- Observations
- Discussions/reviews with pupils and parents – My Unique Story and online Learning Journey.

Observations and information are reflected upon, alongside Development Matters and Early Years Outcomes, enabling staff to plan relevant and exciting activities to inspire/challenge and support pupils in their learning journey.

Staff Reflection/Communication to plan for provision and pupil next steps

The EYFS team are informed about pupil next steps through:

- Team Meetings
- Weekly reflection meetings
- Regular daily communication

Planning

A selection of planning formats are used:

- A Continuous Provision Plan ensures each area of learning is well resourced and equipped for children to learn, practise, transfer and develop skills
- A Weekly Plan which focuses on pupil observations and potential activities, resources, adult interactions to enhance learning
- Adult Directed Plans. For example, Read Write Inc/Phonics, Funky Fingers and for focussed activities
- A Daily Plan which provides the routine for the day, story, transition time activities and focus children/focus groups.

Assessment

At Capel Primary School we assess children in the following ways:

- Assessment takes the form of observation and involves both parents and practitioners. Significant observations may be recorded and added to children's individual Learning Journey. Observations may take the form of notes, photographs or documented through aspects of 'My Unique Story'
- Children's attainment is recorded onto EEXAT four times a year (baseline and at the end of term 2,4 and 6)
- Individual pupil progress is monitored and scrutinised from 'on entry' data and throughout the year and assessment informs planning
- At the end of children's EYFS year they are assessed against the 17 Early Learning Goals and are described as emerging, at the expected level or exceeding the expected level

- To ensure accuracy of assessment judgements our school completes in-school moderation activities throughout the academic year. Staff also participate in the moderation procedures specified by the local authority to ensure assessment judgements are in line with national standards
- End of year EYFS Profile results are reported to the Local Authority in June
- An end of year report is sent to parents which includes children's attainment against the Early Learning Goals.
- EYFS Profile data is provided to the Year 1 teacher together with a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning to enable a smooth and effective transition and to assist with planning.

In the 2016/7 academic year the school will also use a baseline assessment. The school has elected to use 'Early Excellence' as our provider for the assessment. Trained staff will deliver this assessment package at the beginning and end of the year.

SEN

If a child's progress gives cause for concern within any one of the areas, and particularly one of the Prime Areas, the Class Teacher/Key Person will liaise with the child's parents and seek advice from both the Inclusions Leader, EYFS Leader and outside agencies as relevant. Assessment tools such as Language Link, Speech Link and BEAM are used to identify and support children who are working below their age expected phase. (See SEND and Positive Behaviour Policy)

Monitoring

Electronic tracking documents are used to support analysis of pupil progress and evaluation of standards by the SLT. Pupil and Class progress is regularly reviewed to facilitate planning by the Early Years Foundation Stage Leader/teacher and reviewed by the Senior Leadership Team (SLT). Standards in the Early Years Foundation Stage are monitored by the school's Senior Leadership Team. This is shared with the Governing Body, in particular with the Link Early Years Governor who has an overview of provision and standards within the Foundation Stage. All teaching staff within the Early Years Foundation Stage must comply with the National Teachers' Standards 2012.

