

# Castlefields Primary School



## Early Years Foundation Stage Policy

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**Responsibility: Headteacher/EYFS Co-ordinators**

**Doc: *Comp 2/Policy Docs***

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### **1. Introduction**

We believe that every child deserves the best possible start in life and the support that enables them to reach their full potential. Children develop and learn in different ways and at different rates. They develop physically, intellectually, emotionally and socially. In the Foundation Stage children learn best through active play based activities and first hand experiences. The children explore, discover and have the opportunity to express what they learn, feel and imagine. The curriculum is planned and differentiated in order to meet the varying needs of the children and to take their learning forward.

### **Learning through Playing**

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, child-initiated play and exploration. Play is a vital component of children's lives. It is an important way in which skills are developed and practiced. Play is essential for physical, intellectual, linguistic, emotional, behavioral and social development. At Castlefields the children have free-flow during their child initiated activities when they can choose to be indoors or outdoors.

### **2. Principles/Aims for Early Years Foundation Stage**

- To create a happy, purposeful atmosphere where children feel safe and supported, based on excellent communication between staff, children and parents.
- To provide active learning experiences, giving children opportunities to explore practical activities, make decisions independently, and develop problem solving skills.
- To provide equal access to the whole of the Early Years curriculum for each child, regardless of gender, race or ability.
- To teach the children through a structured and well planned curriculum ensuring that all children make good progress from their starting point.
- To help children to work towards the achievement of the Early Learning Goals by the end of their Reception year.
- To regularly assess the progress the children are making.

### **3. EYFS Curriculum**

The four over-arching principles of the EYFS are:

**A Unique Child, Positive Relationships, Enabling-Environments = Learning and Development.**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- 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 and carers
- Children develop and learn in different ways and at different rates.

**The Characteristics of Effective Learning, the Prime areas and the Specific areas of learning and development are all interconnected.**

**The Characteristics of Effective Learning**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically.

**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

**4. Assessment**

See whole School Policy.

**5. Parents as Partners**

- All parents are welcomed and valued. We have an open door policy where parents are able to have regular contact with staff to ensure continuity of care and understanding about the individual child and their needs
- At the end of their Nursery and Reception year we share an end of year report with the parents. The child's EYFSP scores including the Characteristics of Effective Learning are shared with parents at the end of their Reception year.
- There are two parents' evenings a year for Reception children. We arrange meetings with parents if we have any particular concerns that need discussing

- Working with other services is integral, we may at times need to share information with other professionals in order to meet the needs of the children in our care

## **6. Safeguarding**

The children's safety is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have a safeguarding policy in place to ensure this. See School Safeguarding Policy and Appendix A. Designated Safeguarding Lead – Jackie Hampson, Rebecca Lee and Karen Wills.

## **7. Admissions and Transition Arrangements**

Children are admitted to the Reception class according to Shropshire LEA guidelines. Children are admitted to the Nursery class according to the Castlefields' Nursery Admission policy.

At Castlefields Primary School we aim to make transitions within the EYFS and from the EYFS into Key Stage 1 a positive experience for every child and to ensure that all children continue to make progress.

### **Transitions from Nursery to Reception class**

- Children entering the Reception class spend two sessions in the Reception classroom in the term prior to admission. They are also invited to sample a school meal with their parents
- For children joining from other nursery settings, a meeting is arranged between the Reception teacher and the nursery staff to discuss their individual needs and abilities. If this is not possible the discussion is held over the phone
- Parents are invited to a 'Starting School' talk in the term prior to their child starting school
- Parents are given a starting school pack to share with their children before visiting the setting
- Parents are given the admissions policy to school detailing the option of a part time start
- Parents are asked to fill in personal information about their child.

### **Transitions from Reception to Year One**

- We run a weekly joint child initiated session with Year 1 from Summer Term
- There are opportunities to work with Key Stage 1 during the school year e.g Harvest Festivals and cultural celebrations
- The whole school has a 'move up' session when children spend time with their next teacher in their new classroom
- Early Years Foundation Stage Profile (EYFSP) scores and pupils work are shared and discussed between Reception and Year One teacher's to ensure continuity of learning

- Health information is shared, such as any allergies experienced by the child. Extra meetings are arranged if necessary to discuss children with Special Educational Needs
- The Year One curriculum builds upon and extends the learning experiences children have had in the EYFS

#### **8. Staff Professional Development**

- Staff attend relevant training and courses to help keep them up to date with the latest developments in education
- Regular meetings are held with the EYFS team to discuss individual children and groupings and the next phase of planning, including the development of the environment
- Staff work towards their performance management targets, working on whole school targets as well as personal targets for the benefit of the children in their class.