



Mission statement: Valuing Potential; Creating Opportunities

**HARTSHORNE PRIMARY SCHOOL
EARLY YEARS FOUNDATION STAGE POLICY**

This policy to be read in conjunction with all curriculum policies and the Assessment Policy, Behaviour Policy, Equal Opportunities Policy, Intimate Care Policy, Pupil Premium Policy, Planning Policy, Teaching and Learning Policy, Racial Equality Policy, PSHE Policy

NAME OF POLICY:	Early Years Foundation Stage (EYFS)	REVIEWED BY:
DATE ISSUED:	September 2019	EYFS LEADER, SLT
REVIEW DATE:	September 2022	TEACHING & LEARNING COMMITTEE

RATIONALE

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old, when they reach the end of their reception year. Key Stage 1 begins when children move into Year 1. At Hartsbourne we greatly value the important role that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that the EYFS is important in its own right and plays an integral role in preparing children for life and not simply the next stage in their education.

In the EYFS, children learn best through carefully planned, developmentally appropriate, play-based activities. Through play, children explore and make sense of their world. They practice new skills, build and construct their understanding, and have the opportunity to think creatively. They communicate with others as they investigate and solve problems, discuss and negotiate plans, and learn about the how to manage their behaviour. They become independent learners and thinkers.

At Hartsbourne, we aim to provide a broad and balanced curriculum which will enable each child to fulfil their potential. All children begin school with a wide range of skills, and having experienced many different learning opportunities. It is the privilege of practitioners working in reception to support children as they build upon their prior knowledge. It is essential that parents/carers, support staff and the reception teacher work effectively together to scaffold children’s learning and development.

This policy should be read in conjunction with ‘Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five’ (DFE 2017):

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf and all other school policy documents.

AIMS AND OBJECTIVES

- To provide a safe, secure and stimulating learning environment, which meets individual needs and interests of the children, and in which creativity is valued.
- To develop warm and secure relationships between children and adults.
- To provide a high-quality curriculum in line with the Early Years Foundation Stage Statutory Framework (2017).
- To encourage all children to become self-motivate and independent learners with a positive attitude to learning and self-discipline.
- For children to become aware of moral and social values, and for children to value the cultural diversity within our school and community.
- To foster strong, home-school links and share a common sense of purpose with parents.



CURRICULUM

Effective practice in the EYFS is built on the following four overarching principles:

- 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/or carers.
- Children develop and learn in different ways (see “the characteristics of effective teaching and learning” at paragraph 1.9) and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.” (DFE p.6).

The content of the curriculum must include provision across seven areas. The ‘Prime Areas’:

- Communication and language (CL);
- Physical development (PD);
- Personal, social and emotional development (PSED).

And the ‘Specific Areas’:

- Literacy (L);
- Mathematics (M);
- Understanding the world (UW);
- Expressive arts and design (EAD).

In addition, our curriculum and provision is carefully planned to reflect the different ways in which children learn, reflecting the three ‘Characteristics of Learning’ set out in the document as follows:

- Playing and exploring - children investigate and experience things, and ‘have a go’;
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things” (DFE p.10).

None of these areas can be delivered in isolation from the others. They are of equal importance and depend on each other. All areas are delivered through a balance of adult-led and child-initiated play activities. Within each of these areas are the steps which show the knowledge, skills, understanding and attitudes that children need to learn during the EYFS in order to achieve the Early Learning Goals (ELGs) by the end of their reception year.

In addition to the daily physical activities on offer in the planned environment, children in reception also have a planned PE lesson once each week.

TEACHING AND LEARNING

The Environment

At Hartsbourne we aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through play. We aim to make it a place where children feel secure and confident and are challenged to develop their independence and be ‘in charge’ of their own learning. In reception, equal opportunities for learning are planned across the inside and outside environments. The reception classroom opens onto a fenced outdoor



area comprising of both concrete and grass surfaces with large trees providing shade. There is also a canopy covering approximately a third of the outside space, ensuring that children can access outside opportunities in most weather conditions.

Inside, the classroom is divided into a range of different areas, for example role play, book corner, writing area, malleable materials, and construction. Outside, the space is used more fluidly, however opportunities for sand, water, role play, creative activities, and physical activities are always available.

Children are encouraged to be independent learners, and during child-initiated play children plan their play using a choosing board. Each child has a name card on a planning board with photographs of each area of the environment. They move their name to the area in which they intend to play. When moving between activities, they also move their name on the planning board. This encourages children to spend longer periods of time engaged in activities of their own choosing, as well as helping them to develop skills of sharing, waiting and taking turns.

Play

At Hartsbourne, we do not make a distinction between work and play. Research shows that children who are taught formally too soon, while showing initial progress, are later disadvantaged. We ensure that we plan an exciting environment inside and outdoors and allow children time to explore in a way that most interests them.

PARENTS AS PARTNERS

“Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings the results have a positive impact on the child’s development and learning. Therefore, each setting should seek to develop an effective partnership with parents.” (DFEE 2000).

Parents have a central role in supporting the child’s learning at school. A successful partnership needs a two-way flow of information, knowledge and skills. We aim to achieve positive and useful relationships with the parents of the children in our care by:

- Inviting parents to attend a welcome meeting before their child starts school.
- Collecting information from parents about children’s previous learning experiences, and other relevant information.
- Keeping parents informed about the coming terms work by sending home copies of timetables and topic webs.
- Keeping parents informed about school and class events through letters in book bags and notices in the classroom window.
- Inviting parents to engage in a range of school activities, for example listening to children read in class, joining us on class trips, helping with specific activities in class, Friends of Hartsbourne etc.
- Encouraging parents to contribute to children’s Learning Journey books by writing down ‘Wow’ moments their child has had at home to be displayed in class.

In the autumn and spring terms parents are strongly encouraged to attend parent consultations with their child’s teacher. At the end of the school year, parents receive a written report outlining their child’s progress throughout the reception year.

Collection from School

We recognise that it is not always possible for those with parental responsibility to collect their child from school. In such circumstances, we have clear procedures in place and we ask that parents



give the school notice that an alternative person will be collecting their child. This can be done at the door with the TA or class teacher. by telephoning the school during the day (preferably before 1.00pm) or by informing a member of the office staff.

If someone other than a person with parental responsibility arrives to collect a child without the school being informed, the school will telephone someone with parental responsibility to check that it is acceptable to release their child. We will not release the child without this permission.

Parents are informed of their child's class teacher in the summer term before their child starts school. Children will be offered an opportunity to meet their class teacher and teaching assistants towards the end of the summer term.

INCLUSION

Hartsbourne Primary School is an inclusive school which offers a broad, balanced and creative curriculum which aims to encourage all children to achieve their full potential, including children with SEND. Our Assistant Head is also the designated Special Educational Needs Coordinator (SENCo). If a child's progress in any prime or specific area of learning gives cause for concern, we will discuss this with the SENCo and the child's parents/carers and agree how to support the child. Further details can be found in the following whole school policies:

- Special Education Needs and Disability Policy and Information Report
- The Accessibility Plan
- The Equality Policy

OBSERVATION, ASSESSMENT AND PLANNING

Observation is the most valuable assessment tool available to practitioners in the EYFS. Practitioners in our Reception class make daily observations of children engaged in child-initiated play, making notes, recording children's conversations and comments, as well as taking photographs. Assessments are also used to ensure that future planning reflects the individual interests and needs of the children in the class.

All the observations collected during the Reception year are filed into individual children's Learning Journey books. These books are made available to parents at various points throughout the school year, such as at parent consultation evenings and 'Open Door' events. Children's progress between their baseline (first three weeks of school) and the end of each term is closely monitored to ensure that each child is reaching their full potential.

Throughout the year, observations and assessments help class teachers to make judgements about children's stage of learning against the 'Development Matters' tracking document. At the end of the year, the children are assessed against the statutory EYFS Profile, for each of the 17 Early Learning Goals. Children who reach age-related expectations in communication and language, physical development, personal, social and emotional development, literacy and maths, are considered to have a Good Level of Development (GLD). Those who are working toward expectations are 'emerging' and those working above expectations are 'exceeding'.