

# **Community Academies Trust**

## **Primary School Policy**

### **Early Years Foundation Stage Policy**

This policy was drafted by Director of Education. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

## 1 Introduction

We acknowledge the statement that 'the period from birth to five is one of rapid growth and development – physical, emotional, moral and intellectual. At this stage children's development needs are complex and inter-related'. (Staring with Quality – DES 1990)

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, well motivated and confident to meet new challenges and reach our high expectations with a sense of achievement. We wish all of our children to be successful learners, to be confident individuals and to become responsible citizens

We believe the Early Years Foundation Stage, which covers the development of children from birth to five years, is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge.

The Foundation Stage is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Foundation Stage curriculum is organised into three Prime and four Specific Areas of Learning, and three Learning Characteristics. The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected

The Prime Areas of Learning:

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

The Specific Areas of Learning:

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

The Learning Characteristics

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

We believe learning is holistic and cannot be compartmentalised. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## **2 Aims**

- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children's learning through purposeful observation, evaluation and interaction.
- To work in partnership with parents/guardians and value their contributions
- To work with other schools to share good practice in order to improve this policy.

## **3 Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be the Early Years Team Leader;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;

- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- report to the Governing Body on the success and development of this policy as required

### **Role of the Governor**

Governors will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body on the success and development of this policy as required

### **Role of Teaching and Support Staff**

The teaching and support staff work:

- together as a team in conjunction with the Early Years Team Leader;
- to promote confident and independent learners;
- to create a learning environment that reflects learning across all EYFS areas of learning and their associated Early Learning Goals

Also, the teaching and support staff work will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **4 Organisation**

The Early Years area covers two classrooms and two outdoor areas and is staffed by teachers, teaching Assistants and additional volunteers.

We aim to:

- create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience.
- make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside; children are able to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas: problem solving, reasoning and numeracy, literacy, discovery, role play, writing, book corner with listening centre, computer, painting, craft, wet and dry sand, water, outside classrooms, construction, games and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. The Reception classes operate a picture board system that encourages children to select learning activities and resources independently.

Early Years staff may bring in personal mobile telephones and devices for their own use. Under no circumstances do we allow a member of staff to contact a current child or parent/guardian using their personal device. This also refers to personal numbers and contact details to be given out.

Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device. To ensure the safety and welfare of all the children within our care, we operate a no mobile phone policy in the Early Years and across the rest of school expect mobile phones to be switched off during ALL contact times. This policy is also to protect our staff members against possible allegations and our children.

Staff members will be allowed access to their mobile phone's on their breaks but this must be away from the children and in the designated staff area only. If staff members have a personal emergency they may arrange to use the landline telephone in privacy. All parent helpers/students will be requested to follow the same policy.

## **5 Planning**

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. We aim:

- To accommodate the different ways children learn by planning for the same learning objective in a range of different ways
- To help children consolidate their learning by revisiting the same learning objective many times
- To plan sessions to include adult and child planned activities, with uninterrupted time for the children to work in depth.

### Long Term Planning

Our Long Term plan provides a broad overview of the "broad theme" to be covered in the Foundation stage over a period of a year.

### Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. We include: Learning intentions/EYFS Development matters statements, spontaneous and ongoing learning opportunities, key activities and experiences, outings and visitors for each area of learning and development are identified.

### Short term planning

We identify specific learning objectives, key vocabulary and key questions, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by our systematic approach to observation and assessment.

## **6 Assessment**

We undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's

progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative assessment: this informs our everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs and information from parents. Each child has an individual Early Years Foundation Stage Learning Journal in which this evidence is stored. We plan for observational assessment when undertaking our medium and short term planning.

Summative assessment: The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against the 17 Early Learning Goals and the three characteristics of learning. It summarises children's progress towards the early learning goals. It is completed at the end of each term (6 term year) by the class teacher. The teacher also undertakes in-house and local moderation.

### Site Security

The Foundation Stage Leader will ensure:

- that the outdoor learning area is checked before each session and a daily health and safety checklist is completed;
- children must be told never to approach an unknown person or animal in the outdoor learning area;
- school personnel are trained in dealing with strangers and dogs on site;

### Outdoor Equipment

The Foundation Stage Leader will ensure:

- repairs are carried out immediately;
- any equipment not deemed safe to use will be taken out of use until repaired;

### Outdoor Emergency Procedures

The Foundation Stage Leader will:

- deal with all emergencies;
- ensure first aid equipment is always present at all sessions and is adequately maintained;
- ensure first aid is immediately administered to a casualty;
- immediately inform the Headteacher if further medical treatment is required;
- carry a school mobile at all times;
- log and report any incident
- ensure parents are informed if first aid has been administered to their child;
- ensure parents are immediately contacted if their child has received a head injury;
- ask parents or a nominated person to come to school and check their child;

### Toilet Facilities

The Foundation Stage Leader will ensure:

- all children use the bathroom before beginning any outdoor session

- no child is denied the use of the toilet;
- hand washing facilities are in place

### **Role of Parents**

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks which are given to Nursery and Reception parents;
- attend informal parent workshops;
- attend termly parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school

## **7 Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## **8 Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **9 Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **10 Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated Governor and the necessary recommendations for improvement will be made to the Governors.

## Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.