Early Years Foundation Stage policy

Martello Primary

<table>
<thead>
<tr>
<th>Last reviewed:</th>
<th>January 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review cycle</td>
<td>2 years</td>
</tr>
<tr>
<td>Next review due by</td>
<td>January 2021</td>
</tr>
</tbody>
</table>
1. Aims

At Martello Primary, we aim to provide the highest quality care and education for all of our children thereby giving them a strong foundation for their future learning. Our vision is to create schools where children thrive and knowledge matters. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside families, Trust colleagues and external professionals to meet their needs and help every child to reach their full potential.

We adhere to the four guiding principles of the EYFS Statutory Framework:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
2. Children learn to be strong and independent through positive relationships
3. 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
4. Children develop and learn in different ways and at different rates

As outlined in the EYFS Statutory Framework, ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.’

At Martello Primary, we believe that what children know is as important as what they can do, and indeed that knowledge and skills are dependent on one another. In addition to the statutory framework and the guidance that Development Matters offers, we structure the curriculum, in its broadest sense, to teach all pupils the essentials for success in learning and in life in sequential and cumulative ways. In Reception, curriculum areas are carefully time-tabled and content is measured by pupil’s ability to use and understand subject-specific and universal vocabulary.
The subject-specific teaching at Martello Primary has been carefully planned to both satisfy and exceed the seventeen Early Learning Goals.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

The following documents should be read in conjunction with this policy: Safeguarding Policy, Admissions Policy, Health and Safety Policy, Equality Information and Objectives, Behaviour Policy.

2. Legislation

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

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Martello Primary School, our Early Years Foundation Stage is for children from 4 to 5 years with children joining us in the September before they turn 5.

4. 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 interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and 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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy (phonics, reading and writing)
- Mathematics
- Understanding the world (history, geography and science)
- Expressive arts and design
At Martello Primary School, we have a knowledge-led and subject specific approach to our EYFS curriculum. The children are taught which subject they are learning so that they can build upon this as they progress through the school. All subjects and areas of the EYFS framework are implemented through a mix of adult-led and child-initiated teaching, activities and play. Play is planned and purposeful.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

To support sequential and cumulative development of Literacy and Mathematics knowledge and skills, pupils in the Reception year are taught using whole-school schemes of work in Literacy (Core Knowledge English and ‘Read, Write, Inc’ Phonics) and Mathematics (White Rose).

5. Assessment

At Martello Primary a mixture of formative and summative assessment is used. On entry to and exit from the Reception year, pupils undertake standardised GL assessments in literacy, language and communication and mathematics. These assessments are used to support pupil’s development on entry to and exit from the Reception year.

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of development, understanding and interests. These observations are used to shape future planning and are shared with parents so that they are kept informed about their child’s progress and can speak to their child about their learning at home. Practitioners also take into account observations shared by parents and carers which they are encouraged to share through the online journal app.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations and discussions with parents and or carers. The results of the profile are then shared with parents and carers through an end of year report.

6. Working with parents

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate in their child’s education and care in numerous ways.

Parents and carers are kept up to date with their child’s progress and development through the use of an online journal and app in which the parents can see regular updates about their child’s learning and contribute to their child’s assessments.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate.

To support this, we:

- Are available to speak with parents and carers on an informal basis at the end of the school day, making appointments to meet to discuss any issues in depth.
• Ask parents and carers to contribute to their child’s individual profile with observations from home.
• Hold formal consultations 2 times a year and an open afternoon at the end of the year
• Invite parents and carers to various events.
• At different times of the year we welcome volunteers to read a story, do some cooking or help us in some way to deliver the curriculum to our children.
• Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

7. Transitions
Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child’s needs and establish effective partnerships with those involved with the child and other settings, including nurseries, playgroups and childminders.

Before joining Reception:
• Tours of the school are offered to parents and their children so that they can become familiar with the school environment
• Meetings are held with parents to provide information regarding starting school, the support the school can provide and the communication methods between school and home
• Home visits are carried out with the Class Teacher visiting the family at home
• Stay and Play sessions are held so that the children can become comfortable in the school environment
• Visits to see the children in their nursery and pre-school environments are carried out
• Meetings are held between the pre-school placements, the parents and the Family Liaison Officer or SENDCo where there are safeguarding, medical or additional needs identified

These allow the transition into school to be a smooth as possible for the children, for relationships between home and school to be formed and for the school to have all the information they may need regarding the children prior to them starting.

As the children move into year 1:
• There is an increase in the duration of teacher-led sessions throughout the Reception year to prepare the children for Year 1.
• The children spend time in their new classroom with their new teacher
• Meetings are held between the Reception and year 1 teacher to share key information about the children
• The parents have the opportunity to meet the new teacher during an open afternoon event
8. Safeguarding and welfare procedures
Our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring arrangements
This policy will be reviewed and approved every 2 years.
At every review, the policy will be shared with the governing board.
Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

<table>
<thead>
<tr>
<th>Statutory policy or procedure for the EYFS</th>
<th>Where can it be found?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safeguarding policy and procedures</td>
<td>See child protection and safeguarding policy</td>
</tr>
<tr>
<td>Procedure for responding to illness</td>
<td>See health and safety policy</td>
</tr>
<tr>
<td>Administering medicines policy</td>
<td>See supporting pupils with medical conditions policy</td>
</tr>
<tr>
<td>Emergency evacuation procedure</td>
<td>See health and safety policy</td>
</tr>
<tr>
<td>Procedure for checking the identity of visitors</td>
<td>See child protection and safeguarding policy</td>
</tr>
<tr>
<td>Procedures for a parent failing to collect a child and for missing children</td>
<td>See child protection and safeguarding policy</td>
</tr>
<tr>
<td>Procedure for dealing with concerns and complaints</td>
<td>See complaints policy</td>
</tr>
<tr>
<td>EYFS Risk Assessments (on-going &amp; special events)</td>
<td>See risk assessments in planning</td>
</tr>
</tbody>
</table>