



# **Tennyson Road Infant School. Early Years Foundation Stage Policy.**

*4/27/2017*

**Tennyson Road Infant School**  
**Early Years Foundation Stage Policy**

**Introduction**

*“Every Child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up”*

“Statutory Framework for the Early Years Foundation Stage, Department for Children, Schools and Families, 2008”

Early Childhood is the foundation on which children build the rest of their lives. At Tennyson Road Infant School (TRIS) we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply as preparation for the next stage of education. The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception Year.

At TRIS we have completed the implementation of the new guidance set out in the “Early Years Foundation Stage” document (Department for Education, 2012),

All children begin school with a variety of experiences, knowledge and learning. It is the privilege of the practitioners working in reception to take on the task of building upon that prior knowledge, experience and learning. This is done through a holistic approach to learning, ensuring that parents/carers and guardians, support staff and the Foundation stage staff work effectively together to support children’s learning and development.

**Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads: Miss **Hall**, Mrs Kemp, Mrs Smith and Mrs Hilbourne.**

**Aims**

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At TRIS the overarching aim of the EYFS is to help young children achieve these five “Every Child Matters” outcomes.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and

teaching and learning is based on the understanding that children develop at different rates.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, **children can join us in nursery class during the term following their third birthday** and in reception class at the beginning of the school year in which they are five. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals summarise the knowledge, skills and understanding that all children should have gained by the end of the Reception Year.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early year's education we offer our children is based on the following principles:

- ❖ It builds on what our children already know and can do
- ❖ It ensures that no child is excluded or disadvantaged
- ❖ It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors
- ❖ It provides a rich and stimulating environment

## **Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning within our school. These features apply to teaching and learning in the Foundation Stage just as much as they do the teaching in Key Stage 1.

The more general features of good practice in our school that relate to the Early Years Foundation Stage (EYFS) are:

- ❖ The partnership between teachers and parents, so that our children feel safe and secure at school and develop a sense of well-being and achievement.
- ❖ The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- ❖ The range of approaches used that provide first hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- ❖ The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS.
- ❖ The provision for children to take part in a range of activities that build and extend on their interests and develop their intellectual, physical, social and emotional abilities.
- ❖ The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- ❖ The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.

- ❖ The early identification of the progress and future learning needs of children through observations, which are regularly shared with parents.
- ❖ The good relationships between our school and the settings that our children experience prior to joining our school.
- ❖ The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
- ❖ The regular identification of training needs of all adults working within the EYFS.

### **Play in the Early Years Foundation Stage**

Through play and continuous provision our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules and boundaries. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

### **Inclusion in the Early Years Foundation Stage**

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Early Years Foundation Stage (EYFS) we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of their Reception Year. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- ❖ Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- ❖ Using a wide range of teaching strategies based on children's learning needs
- ❖ Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- ❖ Providing a safe, secure and supportive learning environment in which the contribution of all children is valued.

- ❖ Using resources which reflect diversity and are free from discrimination and stereotyping.
- ❖ Planning challenging activities for children whose abilities and understanding are in advance of their language and communication skills.
- ❖ Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

## **The Early Years Foundation Stage Curriculum**

The curriculum for the EYFS in our school reflects the seven areas of learning (4 specific and 3 prime areas) and the three characteristics of effective learning identified in the EYFS. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Years Foundation Stage (EYFS) documents provide the basis for curriculum planning and effective learning throughout the Foundation Stage. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is an overview of areas that we plan to cover - such as religious festivals, outside visitors and trips that may be planned, however the children contribute on a weekly basis to planning activities and we use the information given to us by parents/carers and guardians to ensure that our curriculum is lively and follows each child's interests.

## **Assessment**

We make regular assessments of children's learning, and we use this information to ensure that our planning reflects identified needs and interests of each child. Assessment in the EYFS takes the form of observation, and this involves the teacher, learning support assistants and parents.

During the children's first half term parents provide us with initial family observations, and the EYFS team assess each child using observations of the children in planned, independent structured and self-initiated activities. Using these observations, we build up a picture of each child - where they are in different areas of learning, their social needs and their interests and we use these and on-going observations to plan for each child's learning and progression throughout **their time in our Nursery and through** their Reception Year. We share our initial information with parents at the parental consultation meetings in October/November, when we also encourage

parents to further contribute to their children's observations and assessments in order to provide us with as much information about their child, their interests and achievements to enable for us to plan informatively for the learning and progression of every child.

The **staff** continue to assess the children throughout the year, recording achievements and setting targets, this is shared with parents **during parents consultation afternoons/evenings**. **The staff complete** the assessment again at the end of the child's nursery and reception year and records each child's attainment level. This is submitted to the Local Authority as end of Foundation Stage Results at the end of the school year. The child's next teacher uses this information to plan for the year ahead.

Each **key member of staff** keeps evidence of children's achievements in a learning journey/portfolio and uses these to record attainment on a tracking document. The children's portfolios are accessible to both parents/carers/guardians and children. The children are encouraged to choose pictures and work that they wish to go into their portfolio and to share them with their parents/carers/guardians on a regular basis.

Parents receive an annual report that offers brief comments on their child's progress in each area of learning. It highlights the child's strengths and developmental needs and gives details of their child's general progress. These are completed in June and are sent to parents in early July each year.

### **The role of parents**

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- ❖ Providing an open welcoming environment where the child and their parent feel valued.
- ❖ Staff being accessible and friendly so that we can communicate both formally and informally with parents on a regular basis.
- ❖ Keeping parents informed about their child, the curriculum that has been planned for them and the activities that are taking place.
- ❖ Giving the children the opportunity to spend time with their teacher before starting school.
- ❖ Inviting all parents to an induction meeting during the term before their child starts school
- ❖ Encouraging parents to talk to their child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and parent discuss the child's progress in private with the teacher. Parents receive

a report on their child's attainment and progress at the end of each school year.

- ❖ Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances.
- ❖ Arranging for **reception** children to start school, part time over the first two weeks of term. It is envisaged that the majority of children will start school full time within 3 weeks of starting school. After this time, appointments are set to allow parents and teachers time to meet to discuss the child and give the parent opportunities to contribute to his/her initial assessments.
- ❖ Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- ❖ Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's home/school diary. We invite parents to workshops where they can take part in activities with their child and find out about the kind of work that the children undertake in the reception class and we also invite parents/carers to buddy literacy sessions at least once per term.

## Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

**Signed:.....Head Teacher**  
.....

**Date**

**Signed.....Foundation**  
**Date:.....**

**Stage**

**Co-Ordinator**

**Date discussed with staff:.....**

**Date for review: June 2018**