



## ROSSETT ACRE PRIMARY SCHOOL



### Early Years Foundation Stage Policy

<b>Name of School:</b>	Rossett Acre Primary School
<b>Member of staff responsible:</b>	SLT
<b>Date of Policy:</b>	February 2021
<b>Review Date:</b>	February 2022

***'Excellence and happiness for all'***

#### **AIMS**

At Rossett Acre Primary School we believe that early childhood is the foundation on which children build the rest of their lives. Our school motto is 'Excellence and Happiness for All' – in the Early Years our vision is to achieve this by *providing a caring and stimulating environment where every child feels empowered to develop as an independent learner. We seek to foster a love for challenge, and resilience to failure.* At Rossett Acre, all children join us at the beginning of the school year in which they turn five. Compulsory schooling begins at the start of the term after a child's fifth birthday. Key Stage 1 begins for our children at the beginning of Year 1.

Our EYFS practitioners provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development. At Rossett Acre we embrace the four principles on which the Early Years Foundation Stage is based (DfE, 2017):

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

#### **A Unique Child**

We place high importance on developing children's physical and emotional well-being. Through daily observations, our skilled EYFS practitioners will create an environment in which all our children can thrive.

We recognise that our pupils will arrive with a wide range of skills, abilities and particular interests. We understand that each child is a competent learner. We start from the children, finding out about them in order to plan experiences to intrigue, challenge and extend their learning.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

### *Inclusion*

We value the diversity of children and families at Rossett Acre and all are treated fairly, regardless of race, religion or abilities. We give all our children every opportunity to achieve their best. We achieve this by actively involving children in their learning and development. We set high, challenging and achievable expectations of all children from the onset of their experiences of Early Years.

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, including opportunities for learning both indoors and outdoors;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy and additional support groups for some of our children.

It is important to us that all children in the school are safe and that the physical and psychological well-being of children is protected as much as possible. We aim to educate children on boundaries, rules and limits. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

### *Safeguarding and Welfare*

At Rossett Acre, we understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012.

We understand that we are required to:

- promote the welfare of children
- promote good health, preventing the spread of infection and taking appropriate action when children are ill
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so. RKLT safeguarding policy and the

Rossett Acre Staff Code of Conduct provides further information on suitability to work

- ensure all children are assigned a Key Worker (their class teacher)
- ensure that the premises (including the outdoor area), furniture and equipment are safe and suitable for purpose
- ensure that all children and staff are fully practised in the school emergency evacuation procedure, e.g. in case of fire
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children
- Promote Equal Opportunities (in line with School Policy)

### **Mobile Phones and Cameras**

Rossett Acre has policies and procedures in place with regard to the use of mobile phones and cameras in school and on visits etc. The 'Online Safety – A Toolkit for Early Years Settings' is a useful guide to assist the setting with developing appropriate policies and procedures.

The following policies can be accessed on the school website:

Equal Opportunities

Complaints Process

Managing Medicines at School

Child Not Collected

Child Going Missing

### **Positive Relationships**

#### *Behaviour Management*

At Rossett Acre we model and foster respect, empathy and caring relationships. We encourage understanding of self and a responsibility to others. The children are introduced to Class Sunshine Rules – expectations which help us have a happy classroom.



We are always kind



We always try our best



We listen



We play carefully and kindly



We look after property

### *Parental Communication*

We recognise the huge contribution parents make to their child's learning and we work hard to develop and sustain continued good links with parents. Parents are made to feel welcome and valued in their dealings with all members of staff and we consider them to be an integral part of our ongoing cycle of summative assessment. We do this through:

- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in Early Years through a home/school communication book;
- offering a range of activities throughout the school year that encourage collaboration between the child, school and parents;
- regular communication with home through the child's Reading Record Diary;
- a regular newsletter with suggested activities for home which links with learning from the classroom;
- offering a maths games library (fortnightly) and a storybook library (weekly);
- encouraging parents to talk to the class teacher in the first instance if there are any concerns;
- formal meetings for parents in the Autumn and Spring term to discuss child's progress in more detail;
- written attainment and progress report at the end of the school year, and the opportunity to discuss this report if you wish.

Parents will be kept informed of their child's learning and experiences through an online learning journey where staff will upload observations and media. Parents will be able to view these observations at home, as well as add their own observations from experiences at home, allowing understanding of the child's learning and for a picture of the 'whole' child to be developed. PDF copies of each child's learning journey will be available for download at the end of the school year. Opportunities are also provided for parents to help the learning of our EYFS pupils. This may include helping children with reading, playing alongside them or sharing a particular interest/expertise and contributing to their learning and observations.

### *Transition*

We have developed a positive approach to transition at both ends of the Early Years year in order to allow as smooth a transition as possible from nursery right through to Year 1. It has been developed for both children and parents, as we recognise that this is an important part of a family's life, not just the children's. When starting school all children and parents are offered the same experience which includes:

- class teachers and/or TA visit all children in their pre-school setting prior to starting school;
- children have the opportunity to spend time with their teacher during visit sessions and transition mornings with their new class;
- arranging for children to start school over the first week of term. We stagger the start over a number of days, with all children in attendance by the end of the first week.

Once settled in school children start to experience life outside the Early Years as they become a part of the wider school community, involved in whole school activities and assemblies. Transition to Year 1 is seen as an on-going process rather than an event with a range of experiences to prepare them for Year 1, these include:

- small group visits with Y1 teachers;
- story swaps or shared play with Y1 classes;
- a transition morning to experience a working Year 1 class and to become more familiar with the teaching staff;
- Y1 teachers spend a session in the Early Years classrooms in order to see the children in a familiar environment.
- classes may be mixed at the end of Early Years to ensure effective transition to Year 1.

## **Enabling Environments**

### *Observation, assessment and planning*

At Rossett Acre we recognise that our environment plays a key role in supporting and extending pupil's progress. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend individual learning. We analyse and review what we see or know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan appropriate next steps.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS is ongoing and is an integral part of the learning and development process. All staff are involved in making ongoing observations and assessments of each child's achievements, interests and learning styles as and when appropriate. The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for the child and this may take the form of photographs, examples of work or observations, collected in individual folders for each child. Observations are collated using an online learning journey. This offers an excellent link for parents who can access their children's profile and observations at any time and contribute to them, thus allowing understanding of the child's learning and for a picture of the 'whole' child to be developed. Children's learning journals will be available for parents to download at the end of the child's time in EYFS.

We make use of information from parents and pre-school settings to inform our knowledge and understanding of every child. We encourage children and parents to make contributions to their child's learning journal both orally and through written contributions as well as through an additional parent contact diary. We also share the learning journey books and EYFS profile achievements with parents during parent consultations. In our Early Years Class we use our knowledge of the children, evidence collected in the children's journal, evidence collected from the child's voice and evidence collected from parents to inform our assessment judgements and to support completion of the Early Years Foundation Stage Profile. The EYFS profile summary scores are then electronically collected by North Yorkshire County Council.

At the end of the Foundation Stage, every child's Early Years Foundation Stage Profile and learning journal is given to the Year 1 practitioner. This enables the Year 1 class teacher to continue with EYFS observations. Families are then welcome and encouraged to take and keep their child's learning journal at the end of Term 1.

### *The Learning Environment*

We aim to provide a rich and varied learning environment, as we know this will evoke children's curiosity and increase their motivation to investigate, explore and enable them to extend their ideas and experiences.

The learning environment is made up of the inside and outside areas. Both, which are of equal importance, will be available to the children throughout the day. Children will have the freedom to regularly access both environments during their child-initiated learning time.

Both environments are set up in learning areas, where children are able to find and locate equipment and resources independently. The outdoor environment also has a covered area. Research indicates being outdoors has a positive effect on the children's development and offers opportunities for doing things in different ways and on a different scale than when indoors. Therefore we ensure children are free to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning

## **Learning and Development**

### *Areas of Learning*

At Rossett Acre Primary School we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and learning.

There are seven areas of learning and development identified in the statutory framework for the EYFS. Three of these, the prime areas, are crucial for building children's capacity to learn, form relationships and thrive:

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

There are four specific areas through which the prime areas are strengthened and applied:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through planned, purposeful play and a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

We provide a daily routine which includes child-initiated, teacher-directed and teacher-initiated learning opportunities. We support children's learning throughout child-initiated time and in doing so, we ensure children have opportunities to engage and thrive in all aspects and areas of learning. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### *Characteristics of Effective Learning*

We believe that it is vitally important for adults to support children's learning through play. When planning and guiding children's activities we aim to fulfil three characteristics of effective learning and teaching:

- Playing and exploring; through play, children investigate and experience things, which helps them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They express fears or re-live anxious experiences in controlled and safe situations.
- Active learning; this occurs when children are motivated and interested. Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically; children 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 make links between ideas and develop strategies for doing things.

Wherever possible, learning provided will be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

At appropriate opportunities the EYFS practitioners will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside children
- Help children to see links in their learning
- Support and encourage, for example when a child meets a challenge
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

## References

Department for Education (2017), *Statutory Framework for the Early Years Foundation Stage*, available to download from:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)