



# Sheepscombe Primary School



## Early Years Foundation Stage Policy

This policy was adopted at a meeting of:	FGB
Held on:	12-11-2019
Date to be reviewed	Autumn 2022
Signed on behalf of the Governors:	<i>L Willis</i>
Name of signatory:	Mrs Lynsey Willis
Signed by Head teacher	<i>V Barron</i>
Name of Head Teacher	Mrs Vicky Barron

Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

**Designated Safeguarding Lead (DSL) - Vicky Barron (Headteacher)**

**Deputy DSL - Tracey Lane**

**Safeguarding Governor - Lynsey Willis**

**Gloucestershire Safeguarding Children Board (GSCB) procedures**

**[www.gscb.org.uk](http://www.gscb.org.uk)**

**This policy should be read in conjunction with:**

Safeguarding and Child Protection Policy

<http://www.sheepscombeschool.co.uk/wp-content/uploads/2019/02/Safeguarding-Policy.pdf>

Medical, health and wellbeing policy

<http://www.sheepscombeschool.co.uk/wp-content/uploads/2019/01/Medical-Health-and-Well-Being-Policy.pdf>

Early Years foundation stage handbook 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/790580/EYFSP\\_Handbook\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/790580/EYFSP_Handbook_2019.pdf)

Statutory EYFS Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Concerns and Complaints

<http://www.sheepscombeschool.co.uk/wp-content/uploads/2019/01/Concerns-and-Complaints-Policy-1.pdf>

Sheepscombe School complies with guidance set out in the EYFS handbook which should be read in conjunction with this policy. This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

### Introduction

Within Sheepscombe Primary School we cater for children in the Early Years Foundation Stage from 3 years to the end of their Reception Year. Children may join our Little Lambs Pre School provision from age 3. This is a Governor run preschool and therefore is inspected under the Education Inspection Framework (EIF) at the same time as the rest of the school. We operate a mixed age, cross phase 'all through unit' with Little Lambs and Reception located in the same building along with Year 1.

A home visit and/or a nursery setting visit is offered and encouraged by our staff prior to children starting in our setting. This enables a smooth transition.

The remainder of this policy relates to children of EYFS age. Entry into our Reception Class is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The EYFS is important in its own right, and also in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the EYFS.

Children joining our school have already learnt a great deal. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do
- 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
- it ensures that no child is excluded or disadvantaged

### Aims and Objectives

Within Sheepscombe Primary School we use the Early Years Foundation Stage statutory guidance to provide the best possible start to a school life for a child in our care.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

We also use the Development Matters materials to support us in our setting. This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

We use the principles from the guidance to help us plan and offer opportunities for children. There are 3 key themes:

### **a. Theme: Unique Child**

**Principle:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- We plan and offer opportunities for children to become confident both in their surroundings and with their peer group.
- Each child is an individual with unique pre-school experiences and differing stages of development. We aim to make high but realistic expectations of each child based on our knowledge of them. We aim to offer a structure for learning that has a range of starting points and that the needs of young children are taken into account based upon what they can already do.
- We aim to develop skills and attitudes to learning that will foster success throughout the child's schooling. We value children's ideas and feelings, support each child's self esteem, develop their independence, self-confidence, motivation, curiosity, perseverance and concentration and encourage a desire to learn and to succeed.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation

### **b. Theme: Positive Relationships**

**Principle:** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

- We ensure that children in our care have the opportunity to choose their own learning in a safe and supportive environment with caring and qualified adults to nurture them.
- We aim to develop a partnership with parents and carers based on a shared interest in the child.
- We aim to prepare children for further learning by teaching them to relate positively to adults and their peers; to work and play together co-operatively, constructively and with confidence; and to foster a growing independence and respect for others. Our Values Education helps to support this.
- In the EYFS at Sheepscombe Primary School we aim to provide a warm, welcoming and friendly environment in which staff work with parents to support children's learning through positive relationships. We aim to develop a partnership with parents and carers based on a shared interest in the child.
- We aim to provide a stimulating environment where children can be actively involved in their learning by exploring, talking and asking questions. We provide a broadly-based curriculum which in turn provides rich contexts for learning and have real meaning for the child.

### **c. Theme: Enabling Environments**

**Principle:** The environment plays a key role in supporting and extending children's development and learning

- We use the whole environment, both inside and outside to support children's learning.
- Our early years' staff aim to provide a secure, rich and stimulating learning environment in which to deliver a practical curriculum with opportunities for firsthand experiences through planned and purposeful play, exploration, talk and a high proportion of child-initiated play
- We believe it is our responsibility to support children to enjoy learning, to be confident to take risks, ask questions and understand they are part of real learning.
- To reflect our belief that the outside is an extension of our indoor rooms, children have access to the outdoor classroom independently throughout our sessions. This is sometimes with adult support but can be used independently.

#### **d. Theme: Learning and Development**

**Principle:** Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected. Our planning shows that we are aware of different children's needs and the way in which they learn. We provide evidence to support this through Learning Journeys and observations.

- Children have the opportunity to develop their own interests and lines of enquiry. Our early years' staff aim to provide a secure, rich and stimulating learning environment in which to deliver a practical curriculum with opportunities for firsthand experiences through planned and purposeful play, exploration, talk and a high proportion of child-initiated play.

- We aim to plan learning experiences that build upon previous knowledge, skills, understanding and attitudes. These experiences will provide the opportunities and time required for the children to repeat and rehearse their skills and knowledge.

#### **Teaching and Learning style**

Our curriculum is planned to enable children to develop competency and skill across the 3 x Prime Areas and 4 x Specific Areas of learning:

Prime Areas:

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

Specific Areas:

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

The Early Learning Goals and Development Matters document provide the basis for planning throughout the EYFS (both Reception and Little Lambs Nursery). We use topic-based themes with an initial overview for the term. Further planning is built on observations made of children and created week by week according to need and pupil interests.

At Sheepscombe Primary School, the EYFS children follow a different topic/provocation each term with a variety of activities that cover the seven areas of learning. The children are involved in the planning process and activities related to their learning. However, the principles below are part of the driving force to offer a high-class standard of care and education:

- Early childhood is the foundation on which children build the rest of their lives.
- Care and Education are complementary and inseparable.
- High self-esteem is an important pre-requisite to effective learning.
- There is potential in all children, which emerges powerfully under favourable conditions.
- Children develop at different rates emotionally, intellectually, morally, socially, physically and spiritually - all aspects are important and are all interwoven.
- Parents are a child's first educators; an effective partnership between the home and early years setting contributes significantly to a child's personal, social, emotional and academic development.
- Children learn in many ways, but they learn most effectively when they are actively involved and

interested.

- Effective learning builds on and extends what children know and can do and offers new learning experiences and challenges.
- Attitudes and behaviour patterns established during the first years of life are central to children's future educational and social development.
- Play is a meaningful and powerful medium for learning which is valued and used for the development of children both socially and academically.
- Opportunities to make decisions and to take responsibility for their own learning and behaviour help children to develop autonomy and a sense of personal responsibility.
- Relationships between adults and children are based upon respect for individual worth.
- Children's well-being is paramount; health and safety considerations have a high priority in all early years contexts
- Early Years practitioners conscientiously promote equal opportunities in their approaches and practice with all children and adults regardless of gender, disability, race, culture and background.
- Children's interest and pleasure in books are actively promoted and parents engaged to build a strong foundation for later learning.

We feel young children learn best through firsthand experiences and so we plan for active learning through an appropriate play-based curriculum. This carefully planned curriculum is designed to enable most children to achieve the Early Learning goals by the end of the Early Years Foundation Stage. Activities and opportunities for play in the EYFS are designed to provide a holistic approach to learning, rather than separating the curriculum into single unrelated subjects.

A balance of teacher led and child-initiated activities are planned for, which are designed to systematically help children to move forward in their learning. A range of teaching methods and approaches are also selected at the planning stage, but staff operate flexibly and adapt teaching strategies to meet the needs of children in order to build a strong foundation for later learning.

Children's learning as a cohort is captured in a class 'Developing Lines of Enquiry' Book and individually within children's own Learning Journeys. Parents are invited to share these books and are encouraged to make comments about their children's learning in their Learning Journeys on a regular basis. Children also sometimes have 'Wow' vouchers awarded which are used by staff and parents when a child achieves a special milestone. This can be in any area of learning and come from home or school, such examples might be when a child can do up their own coat, or write their own name or if they have done something special such as helping another child or family member.

### **Assessment**

The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 28 June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The EYFS profile data is used to:

- inform parents about their child's development against the ELGs and the characteristics of their learning
- support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers

- help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

Ongoing, informal practitioner led assessment and tracking of children's progress takes place throughout the year not just at the end of the year. This provides information about each child and their needs which forms the basis for future planning and development.

Parents are kept informed of their child's progress on a regular basis, including through discussion, at parent's evenings and through annual written reports to parents at the end of the summer term. Parents and teachers may also discuss any queries or concerns about their child's progress at any time throughout the school year and through comments in children's reading diaries or by talking to the teachers at the beginning or end of day, or by making a separate appointment.

Observation and assessment of small groups and individuals provide the starting points for our subsequent planning. We capture some observations by recording them on observation forms which are put into children's learning journeys. Other observations are captured on post it notes, on teacher's planning or via a dialogue that takes place between staff. Learning journeys are a snapshot of what a child can do, not an exhaustive list as practitioner knowledge of children plays a major part in assessment.

Transfer records from pre-school settings along with other information from playgroup staff and from parents help inform Reception staff about children and the new intake.

For those children in the Little Lambs Nursery, the Development Matters document is used alongside observations to record milestones for development and enable staff to identify next steps in learning.

Sheepscombe School follows the guidance for assessment set out in the EYFS Access and Reporting Arrangements

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748449/2019\\_early\\_years\\_foundation\\_stage\\_assessment\\_and\\_reporting\\_arrangements.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748449/2019_early_years_foundation_stage_assessment_and_reporting_arrangements.pdf)

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

- Assessment is based primarily on the practitioner's knowledge of the child - knowledge is gained predominantly from observation and interaction in a range of daily activities and events
- Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully
- Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations
  - An effective assessment presents a holistic view of a child's learning and development
  - Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults

### **The role of Parents and Carers**

At Sheepscombe Primary School we believe that parents have a vital role to play in the continued education of their child. We recognise the role that parents have played in educating their children and parents are able to come into the classroom daily to see informally how their children are interacting and

to play alongside them for a short period in the Blue room. Staff will help children to settle and support them with separation, such as by helping a child to wave goodbye at the window etc.

Informal meetings with the class teacher go on at this time. Parents/Carers also have the opportunity to attend two parent consultation evenings throughout the year. In the Reception class, parents are asked to share a book for a few minutes each day with their child and to reinforce other learning, such as phonemes and number work at home.

### **Collection of children at the end of the school day - Staying Safe**

If someone other than the child's parents or regular carer is to pick up the child after school, then this information must be passed to the class teacher - children will not be allowed to leave the premises unless this information has been given.

Children are sent out by staff from the door of the Reception Class at 3.15pm. Staff will send a child to their parent/carer when they are seen on the playground. Should a child not be collected then the child will be taken to the school office where the parent is telephoned - a member of staff will stay with the child until the parent/carer arrives. Children will typically join a supervised after school club if parents are expected to be very late, where school staff are present. Parents need to come to the office to notify staff they have arrived to collect their child.

### **Special Learning Needs and Early Help**

Parents will always be informed early of a teacher's concerns over a child who may have individual needs. Parents who have concerns about their child's progress or development should initially contact the class teacher. The school's SENDCo and Head teacher are responsible for providing additional information and advice to parents and for arranging for external intervention and support where necessary. This includes the use of the Early Help pathway where required. Please see the school's offer of Early Help on the school website.

Sheepscombe school follows an early intervention model and parents will be asked to follow up on any concerns that staff may have, even if this is just as a precautionary measure, such as taking a child for an eyesight or hearing check.

### **Equal Opportunities (please also refer to whole school policy)**

At Sheepscombe Primary School we aim to meet the needs of each child regardless of race, gender, socio-economic status or ability. We work to ensure that every child has equal access to all aspects of school life and is valued fully as an individual. Staff, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

