



BIRCH COPSE PRIMARY SCHOOL
EARLY YEARS FOUNDATION STAGE POLICY

Version

Version 1.1

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their year in Foundation. At Birch Copse, all children join us at the beginning of the school year in which they turn five. Children enter our school with a variety of pre-school experiences and we value highly our partnership with parents and pre-school settings to enable us to build on children's previous learning.

The EYFS prepares children with the skills, enthusiasm and independence to learn as they progress throughout the school. The Early Learning Goals set out what is expected of most children by the end of their time in Foundation and we aim to continually develop our provision to ensure that every child is given the opportunity to meet and in some cases exceed these goals. Our provision is based on the four themes and principles from the EYFS which are:

- **A Unique Child** – Every child is a competent learner from birth who can be resilient, capable, confident and self assured.
- **Positive Relationships** – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments** – The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** – Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Aims and Objectives

We aim to provide learning experiences of the highest quality, which consider children's needs, achievements and interests. We believe the monitoring of each child's achievements to be essential to ensure progress and to enable us to identify and address any difficulties within the seven areas of learning and plan for next steps.

We aim to promote confident and independent learners who can extend their own thinking and who can take care of each other and their environment both indoors and outdoors.

It is our over-riding aim to provide a secure and safe learning, emotional and social environment in which every child achieves to the very best of their ability, by laying secure foundations for future achievement. We aim to ensure a smooth transition into Foundation as well as from Foundation to Key Stage One.

Planning and Organisation

The EYFS is made up of seven areas of learning and it is through these areas that our planning is approached. None of these areas can be taught in isolation from each other. Our planning is therefore cross-curricular and all areas are delivered through a balance of adult led and child initiated activities. These seven areas are separated into prime and more specific areas. The prime areas are as follows:

Prime Areas of Learning:

- **PSED** – Personal, Social and Emotional Development
- **C&L** – Communication and Language
- **PD** – Physical Development

These prime areas are those most essential for the children’s healthy development and future learning. The prime areas will then help the children develop skills in the following specific areas:

Specific Areas of Learning:

- **M** – Mathematics
- **L** - Literacy
- **UW** - Understanding of the World
- **EAD** – Expressive Art and Design

In Foundation, planning is an on-going process to ensure children’s current interests, needs and abilities are considered and planned for. All children begin the year with a ‘Settling In’ topic which focuses on introducing the children to the unit and the different learning bays in each area. Children are supported as they become familiar with their new learning environment and the daily routines. During this period the adults are continually observing the children to get to know them and support their play in order to plan for next steps in learning.

Weekly planning includes opportunities for independent, child initiated learning and adult led activities. These plans are shared with all members in the unit to enable them to become familiar with the tasks available to the children and to provide the necessary support to extend their learning. Observations are considered during planning sessions to ensure activities and objectives are relevant and interesting to the children.

Cross-curricular links

Cross-curricular links are embedded in the planning, teaching and learning within Foundation Stage.

Information and Communication Technology

The use of ICT and the teaching of ICT should enhance, develop and support pupils’ learning within the Foundation Stage.

Homework

Appropriate homework will be set by the class teacher to enhance and develop children’s learning following guidelines from the school’s homework policy.

Equal Opportunities and Special Needs

Every pupil will be given equal opportunity to follow the Early Years Foundation Stage Curriculum (EYFS) irrespective of their ethnic or linguistic background, gender, disability or religious beliefs.

Children with Special Educational Needs will have full access to the Foundation curriculum. Those identified as Able, Gifted and Talented will be given opportunities to develop their skills. This may be through differentiated activities, opportunities for problem solving, research activities, higher order questioning or more open-ended tasks.

Assessment, Record Keeping and Marking

Assessment, record keeping and marking will be carried out according to the school’s policies. In alignment with the EYFS, observations will be made of the children during both adult led and child initiated activities and used as evidence to monitor the progress and learning needs of each individual child. Observations made of the children at home along with examples of work and photos will also be included. All observations and a selection of significant work will be collected in each child’s ‘Learning Journey’. This

portfolio is sent home at points over the school year to be shared with parents and is also sent home with a school report at the end of the year.

Each child's progress is recorded and monitored against the development matters, and early learning goals, at the end of the academic year. Using the evidence collected and our own judgements, the age band that the children have achieved are selected. This data entry occurs on a termly basis.

All members of staff in our Foundation Stage are involved in making observations of the children.

Monitoring

The monitoring of the Foundation Stage will take the form of classroom observations, monitoring of planning, work sampling, learning walks and monitoring of displays. The Foundation Team Leader is responsible for the monitoring of the Foundation Stage.

Home visits

A home visit will be offered to the family of each Foundation Stage child at the start of their first term. This visit is optional, and is additional to our settling-in provision. The purpose of the visit is to help the child, the family, and the staff get to know each other in the home environment where the child usually feels most relaxed. The Foundation Stage teacher will contact the parent and arrange a time that is mutually convenient.

Procedure:

- A home visit will always be attended by two members of staff, the Foundation Stage teacher and another member of staff.
- A member of staff remaining at the school will always be made aware of the address of the family being visited.
- The staff will make their own way to and back from the families' homes, and the visits will take place during normal working hours wherever possible.
- The Foundation Stage teacher will carry a mobile phone, the number of which must be left at the school office.
- The staff will stay together during the home visit and would not expect to be left alone with the child during the visit.
- A home visit should last no longer than 30 minutes.
- Staff are to be conscious that they are guests in the families' homes, and will treat all families with a high level of respect and regard during the visit.
- Staff should avoid commenting on a child's home or provision so that parents do not feel that any judgement is being made on their home or lifestyle.
- Staff should demonstrate an awareness and respect for differing cultures and comply with appropriate customs such as removing shoes and wearing modest clothing.
- Staff should make an excuse and leave if they feel uneasy or worried at any time.
- Staff should return to the school or phone in when they have completed visits and are back at home.

Other Policies and Documents

Please also refer to the following policies and documents:

Assessment Policy, Special Educational Needs Policy, More Able, Gifted and Talented Policy and EYFS Framework, Development Matters.

Date of last review: January 2019

Dates of amendments: February 2013, January 2016

Date of next review: January 2022