



# **Tibberton CE Primary School**

Part of the Tibberton CE Primary School and  
St Lawrence CE Primary School Federation

# Early Years Foundation Stage

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# Contents

UNIQUE CHILD .....	3
INCLUSION/SPECIAL EDUCATIONAL NEEDS.....	3
EQUAL OPPORTUNITIES.....	4
WELFARE AND SAFEGUARDING .....	4
POSITIVE RELATIONSHIPS .....	5
TRANSITION FROM PRE-SCHOOL AND FEEDER SETTINGS TO SCHOOL.....	5
PARENTS AS PARTNERS.....	5
ENABLING ENVIRONMENTS .....	6
LEARNING AND DEVELOPMENT.....	6
THE EARLY YEARS CURRICULUM.....	6
BASELINE ASSESSMENT.....	7
ASSESSMENT DURING THE RECEPTION YEAR.....	7
RECEPTION TO KEY STAGE 1 .....	8

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Tibberton CE Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable children to begin the process of becoming active learners for life.

Tibberton CE Primary School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work to make our school a happy place where good behaviour is expected and all children enjoy their educational journey.

We endeavour to ensure that children 'learn and develop well and are kept healthy and safe.' We aim to support children through teaching and learning that 'gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (*Statutory Framework for Early Years Foundation Stage 2014*)

The school is committed to professional development and members of staff attend up to date training courses regarding the Early Years Foundation Stage.

Our Early Years provision is based on the revised Early Years Foundation Stage which was implemented in September 2012 and updated in 2014.

**The EYFS is based upon four principles:**

**A unique child** – we aim to develop resilient, capable, confident and self-assured individuals.

**Positive relationships** – we support the children in becoming confident and independent by developing a strong partnership between practitioners, parents/carers and the child.

**Enabling environments** – in our stimulating learning environment we plan opportunities and experiences to respond to the individual needs of the child.

**Learning and development** – we acknowledge that children learn in different ways and at different rates.

**Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

**Inclusion/Special Educational Needs**

Care is taken to assess the needs of each child. If a child has a special need the parents/carers will be informed at an early stage. Group and individual help is provided within the school as necessary. If an outside agency is required to support a child parents/carers will be informed. The Special Educational Needs Policy and School Offer is available in school and on the school website.

## Equal opportunities

We value the diversity of individuals within the school. All children at Tibberton CE Primary School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

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 Foundation Stage we set realistic and challenging expectations that meet the needs of all our children.

All pupils in our school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. The Equalities policy and Equal Opportunities policy are available at school and on the school website.

## Welfare and Safeguarding

At Tibberton CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2014. 'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.' (*Statutory Framework for Early Years Foundation Stage 2014*). At Tibberton CE Primary School we ensure that the health and well-being of all children is paramount at all times. There are clear procedures in place to;

- promote the welfare and safeguarding 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
- ensure that the premises, furniture and equipment are safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children
- assess risk, which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment

In addition to this;

- no visible phones are allowed on the school grounds; staff mobile phones are kept in a secure place away from the classrooms
- at the beginning of the school day, children are greeted by a member of staff at the entrance to the school grounds. Reception children are greeted at the gate by the class teacher or TA, who takes them into the classroom. (After the initial settling in period at the beginning of the school year) Parents are not allowed into the classroom at this time.
- At the end of the school day, children are handed over to their parents/carers. Children who take the school bus are accompanied onto the bus and children attending Nic and Tim's childcare are accompanied there. End of day pick up arrangements are established at the

beginning of the year and parent/carers notify the class teacher of any changes to this. Children are only handed over to the identified parent/carer.

The school takes its safeguarding responsibilities very seriously. Any concerns which school has, will be noted, and if deemed necessary, will be reported to the relevant agency. The Safeguarding Policy is available in school and on the school website.

On entry to school an emergency contact form is completed for all children. This includes medical, personal and social details. If children live in a household where a second language is spoken they are classed as EAL ( English as a second language). Please let us know as this will enable us to access additional funds and support for them in school. All staff are made aware of allergies, dietary needs and necessary medical information for individual children. Parents are also asked to identify how much photographic and video publication they are happy to grant for their child on entry to Tibberton CE Primary School.

Please refer to separate Tibberton CE Primary School policies and procedures for Health and Safety and Safeguarding.

### **Positive Relationships**

At Tibberton CE Primary School we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Transition from pre-school and feeder settings to school**

We recognise the importance of pre-school experiences and we value the contribution that 'key workers' from previous settings make to our initial assessments. We do this through:

- the children having the opportunity to spend time with their teacher before starting school through a series of induction sessions in school, including an invitation to storytime with the class teacher, in the classroom where parents and carers are invited to join in.
- supporting children through the transition from pre-school to Reception
- the class teacher visiting children in their pre-school settings where possible, and talking to 'Key workers'. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- inviting all parents to an induction meeting during the term before their child starts school and (again during the first term of the child's Reception year) in order to detail how we aim to work with their child and how their child has settled into school
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents
- providing parents an opportunity to celebrate and share their child's learning and development to inform planning and provision
- providing a quiet and confidential area where parents are able to discuss any concerns
- follow up reviews with parents, on the reception experience.

## Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment with planned continuous provision offering the 7 areas of learning.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure that we follow their current interests and experiences. These observations are recorded in the children's individual Learning Journeys.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

## Learning and Development

### The Early Years Curriculum

The Early Years Foundation Stage continues until the end of the Reception year. This stage prepares children for the National Curriculum which children follow in Years 1 and 2 and builds on the learning experiences children have met and achieved during preschool to ensure continuity and progression.

The curriculum has seven areas of learning. These are divided into **Prime areas** and **Specific areas**.

#### Prime areas:

Personal, Social and Emotional Development  
Physical Development  
Communication and Language

#### Specific areas:

Literacy  
Mathematical Development  
Understanding of the World  
Expressive Arts and Design

The prime areas are the basis for successful learning in the specific areas. These areas are fundamental, work together, and move on to support development in all other areas of learning. Through careful assessments and observations, including information provided by parents and other

settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

'Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.'

*Statutory Framework for the Early Years Foundation Stage 2014*

Planned and guided children's activities will reflect the different ways that children learn. At Tibberton CE Primary School we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

*Statutory Framework for the Early Years Foundation Stage 2014*

## **Baseline Assessment**

In the first few weeks of their Reception year, the children will undertake a Baseline assessment. Information gathered from the Baseline assessment will be used to measure progress made by the children from starting school to the end of Key Stage 1. The initial, informal assessments are made across the seven areas of learning. This is informed from pre-school assessments, transition documentation and observations made in the first few weeks of the child's entry into school.

## **Assessment during the Reception Year**

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' folders.

Achievements in reading, writing and mathematics are assessed and progress is tracked every half term. The other areas of learning are assessed and tracked at the end of each term.

The Head teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

## **Reception to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. The Head teacher and KS1 staff are involved in moderating these final judgements.

Each child's level of development is assessed against the Early Learning Goals (ELG). The profile, which includes a short commentary on each child's skills and abilities relating to the three key characteristics of effective learning, indicates whether children are meeting expected levels of development (Expected), or if they are exceeding expected levels (Exceeding), or not yet reaching expected levels (Emerging). Class 2 staff are involved in discussions that form the Profile report.

The informed dialogue between the Headteacher, Reception and Year 1/2 staff about each child's stage of development and learning needs assists the transition from the Foundation Stage into Year 1.