



Doing our best to achieve our best

Clarendon Primary School & Family Centre **Early Years Foundation Stage Policy**

Introduction

- The Foundation stage applies to all children between birth and aged 5 years. Children who access the Family Centre and Nursery follow the EYFS curriculum to prepare them for entry into Reception class in the academic year they turn 5 years of age. At Clarendon School children join our Nursery in the autumn or spring intake for 15 or 30 hours. Two year old provision is also available through FEET funding. All Reception children join us, full time, at the beginning of the school year; however full-time compulsory schooling doesn't begin until the start of the term in which they become 5.
- At Clarendon the EYFS children integrate with the rest of the school from day one by attending some assemblies, by going on learning walks around the school, and by taking part in special whole school events.

Principles and Beliefs

- At Clarendon we strive to have happy, active, confident and enthusiastic children who feel safe and secure.
- We see each child as an individual and work hard to build extremely close relationships with each of them, as this helps them to have the confidence to take risks in their learning.
- We encourage all children to become inquisitive and independent learners who are keen to develop their understanding through ongoing exploration and experimentation.
- We work together with each child, and their parents/carers, to promote a culture of trust and respect for themselves, other people and their surroundings.
- We actively celebrate positive behaviour and encourage the children to recognise and respond to this. We also believe in maintaining a consistent approach to discipline.
- All Reception and Children Centre children are encouraged to always try their very best and to be proud of their achievements, both within Clarendon's learning environments and outside of these settings.
- We strongly believe in celebrating pupil's personal achievements as a whole class or group by highlighting both personal progress and individual successes.
- Staff at Clarendon School and Family Centre work hard to develop close 'working partnerships' with parents as they play an intrinsic part in their child's education. It is important that all parents feel confident and happy to talk to us about any worries or concerns that they may have, so that any problems or issues can be dealt with quickly and effectively.

Key Aims

- To provide a rich, fun, stimulating, caring and happy environment that encourages all children to engage in purposeful learning activities and gain the skills, interest and attitudes required to develop as lifelong learners.
- To provide all children with a range of learning opportunities which enable them to make good progress and reach a 'good level of development'.
- For each child to know, understand and be able to follow both the school, classroom or session rules.
- To enable each child to develop strong positive relationships with others.
- To build the blocks required to become lifelong learners, be willing to take risks and learn from their explorations and investigations.

- To deliver and enrich the seven areas of learning outlined in the 'Development Matters' document.
- To enable children to make a smooth transition to and from an Early Education Setting into Reception and from Reception to Year 1. (This is undertaken through 'partnership working' between the School and the Family Centre and within the school itself.)

The EYFS curriculum

The EYFS curriculum is divided into the seven areas of learning outlined in the 'Development Matters' document. (These known as the 3 Prime and 4 Specific Areas of learning.)

Each child's development within the EYFS is underpinned by the 3 prime areas of learning, which focus on the acquisition and development of children's communication and language skill; their physical development; and their personal, social and emotional development. The 4 specific areas of learning focus on developing children's literacy and mathematical skills, their understanding of the world and their expressive use of art and design.

When planning for these seven areas of learning, activities also aim to continually promote important opportunities for children to develop the following learning characteristics which are considered as key skills to effective learning:

1. *Playing and exploring – engagement*

- *Finding out and exploring*
- *Playing with what they know*
- *Being willing to 'have a go'*

2. *Active learning – motivation*

- *Being involved and concentrating*
- *Keeping trying (persevering)*
- *Enjoying achieving what they set out to do*

3. *Creative and critically thinking -*

- *Having their own ideas*
- *Making links in learning*
- *Choosing ways to do things*

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching and Learning Styles

Overview of approach:

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Within the EYFS the following Teaching and Learning styles are used:

- In the Nursery and Family Centre, focus is initially on the three prime areas of learning which are essential for healthy development and future learning.
- Each week in Reception class all seven areas of the EYFS curriculum are studied and explored by the children and foster opportunities for children to develop the 3 key characteristics of learning.
- Planned learning takes place within both the indoor and outdoor classrooms and aim to provide practical experiences for each area of the curriculum.
- Short daily whole class teaching sessions focusing on the development of specific knowledge and skills outlined in the EYFS curriculum. (This includes the daily teaching of phonics and key numeracy concepts and skills in Reception class)
- In the Foundation Stage we use a number of different teaching strategies to engage the children, further develop their knowledge and understanding, develop and practice the skills required to be an independent learner, to help them to make sense of the world, and to ensure there is an appropriate balance between adult and child initiated learning activities. These strategies include:
 - Small group work or short 1:1 activities, initiated by an adult.
 - Completion of independent activities, sometimes initiated by an adult.
 - Opportunities to engage in a range of adult framed or child initiated learning experiences.
 - Opportunities to communicate, to negotiate and to learn from, and with, each other as they investigate and solve problems.
- The teachers, TAs and Family Centre staff use open ended questioning techniques, as well as professional judgement, to help all children move forward in their learning, and develop and extend their ideas.
- The teachers, TAs and Family Centre staff also observe the children and record observations and assessments in a variety of different ways, which then provide ongoing assessments of each child's attainment, and informs subsequent planning and provision arrangements.
- We use materials and equipment that reflect the community that the children come from, as well as the wider world in which we live.

Assessment – collection and reporting

At Clarendon Primary School, ongoing assessment is an integral part of the learning and development processes. These assessments take the form of observations, collection of work and completion of specific tasks. They involve all practitioners within the setting and are regularly moderated both in school and with other schools in Surrey.

In the Foundation Stage we use the 'Development Matters in the EYFS' document to make on-going assessments of children's learning throughout the year. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning ensuring that it reflects the children's needs and interests and helps set on-going targets for each child. Practitioners also take into account observations shared by parents / carers.

When a child is aged between 2 and 4, (Nursery) practitioners review their progress and provide parents / carers with a written summary of the child's development in the 3 prime and 4 specific areas of learning. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Towards the end of the summer term in Reception, each child's final profile scores are collated and sent to the Local Authority and used to support each child's ongoing development as they move into Year 1. Parents receive an annual report giving details of their child's progress and achievement in and their individual highlights during the year. It also includes each child's final EYFS profile of attainment

and gives their next steps in each aspect of learning. For each aspect of learning attainment will be described using one of the following statements:

- **Exceeding the ELG** – this relates to a level of attainment that is above that expected for a child of their age
- **Meeting the ELG (Expected)** - this relates to a level of attainment that is expected for a child of their age
- **Emerging into the ELG** – this relates to a level of attainment that is lower than that expected for a child of their age

At the end of the year parents will also have the opportunity to discuss their child's EYFS profile with their child's class teacher.

Inclusion

We value the diversity of individuals within the school as all children at Clarendon are treated fairly regardless of race, religion or abilities. Each child and their families are seen as valued members of our school community. We give our children every opportunity to achieve their very best by adapting the learning on offer to their individual needs.

We meet the needs of every child by:

- 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 each child's learning needs, including the use of guests and volunteers to come in and talk about their jobs and interests.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Bringing learning to life by making it meaningful, practical, relevant and fun.
- Teaching children how to be active, inquisitive and independent learners.
- Exploring the importance of following rules and being accepting and tolerant of others within the community.
- Monitoring children's progress and taking action to support / intervene as necessary.

Staffing

- Within the Foundation Stage classroom, there are class teachers and teaching assistants, who work in close partnership to ensure there is a consistent approach to curriculum delivery, discipline, ongoing pupil assessment and ongoing development of each child as an individual.
- Training is a continuing process in the Foundation Stage and all practitioners take responsibility for their own ongoing professional development.
- The SENCO offers ongoing advice on specific SEND issues and to SEND assistants who may be supporting individual children.

The Role of Parents / Carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. At Clarendon we believe that parents have an important role to play in the education of their child and support this through:

- Inviting all parents to a series of induction meetings during the term before their child starts school.
- Sending home the 'Getting Ready for School Pack' so parents can share key information about their child before starting school.

- Talking to parents of SEND children about their child before they start school so that, where possible, any extra provision/ resources can be organised in advance.
- Offering parents regular opportunities to talk about their child's progress.
- Providing a range of parent workshops to support parents in developing their understanding of teaching strategies used at school and providing them with ideas on how they can support their child at home.
- Providing weekly home learning activities that help parents to be fully involved in their child's school learning.
- Communicating through regular comments in reading records.
- Encouraging parents to talk to the child's teachers if there are any concerns, questions or problems. (Clarendon has an 'open door' policy to all parents.)
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents. For example termly 'stay and play' sessions.
- Regularly communicating with parents through class and school newsletters and notices.
- Encouraging parents / carers to volunteer within the Early Years setting if they wish or are able to.

Key Person in Nursery:

Within the nursery each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents / carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if required.

Other policies

This policy should be read alongside other school policies. This include:

- Learning and Teaching Policy
- Assessment policy
- SEND policy
- Looked After Children Policy
- Homework Policy
- Behaviour Policy
- Anti-Bullying Policy
- Positive Touch and Restraint Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy
- The Home School Agreement
- Children with Medical Needs Policy
- Medicines Policy
- Complaints Policy
- Intimate Care Policy
- Nappy Changing Policy
- Nursery Settling-In Policy
- Nursery Sleep Policy
- Uncollected Child Policy

Monitoring and Review

This policy is monitored by the Head Teacher, the EYFS Team Leader for school and Family Centre and the Governing Body, and will be reviewed in 3 years, or earlier if necessary.

Review

Date discussed by staff/governing body:	Summer term 2020
Date due for review:	Summer term 2023