



EARLY YEARS FOUNDATION STAGE POLICY (to include Little School)

This document is a statement of the aims, principles and strategies for the teaching and learning of our Early Years Foundation Stage children in the Pre-Prep department and Little School at Greenfield School.

This document should be read in conjunction with the following documents:

- **SEND Policy**
- **Supervision Policy**
- **EAL Policy**

This document is reviewed annually by the Head of Pre-Prep or as legislation change requires.

Policy Statement

The Early Years Foundation Stage (EYFS) is an educational program for children from birth to the age of five. The EYFS at Greenfield School is rich, exciting and engaging. The Early Years are part of the most exciting and challenging phase of learning and development and it is essential to provide an environment which offers the highest quality provision, with stimulating opportunities and activities. Every child is unique and we ensure their needs are met with outstanding pastoral care.

At Greenfield School, we welcome children from 6 months starting in Little School. The EYFS is included in our Pre-Prep department. This consists of eleven classes; Fledglings and Owlets (50 weeks a year in Little School) Owls (option of term time only or 50 weeks a year in Little School), Red and Orange Robins (Pre-Reception age with the option of term time only or 50 weeks a year in Little School) and two Reception, Year 1 and Year 2 classes.

Aims:

Our aims are to provide a caring, supportive, welcoming and stimulating environment in which all children feel happy, secure and safe. Providing this enables children to access all areas of the curriculum and achieve their developmental milestones. As a result of this, the children will become independent learners and happy and well-rounded individuals.

The School Aims

In partnership with Greenfield families, we aim to:

- Inspire and motivate children, enabling them to achieve their academic potential
- Discover and develop passion
- Identify and foster talent
- Encourage independence and resilience in our children
- Develop critical thinking and problem solving skills
- Empower children to be active members of the local and wider community
- Create authentic, responsible and empathetic children who impart kindness, generosity and compassion

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to five years old. The principles that underpin the EYFS aim to prepare children with a secure foundation to meet developmental milestones and access their educational journey. It is organised into seven main areas of learning which shape the educational programme for children in our Early Years department. The curriculum we deliver at Greenfield is ambitious and carefully sequenced to help the children build on their learning over time. The Prime areas of learning lay the foundations for children's success in all other areas of learning and of life. Children in Pre-Reception classes will engage in activities that will encourage children's curiosity and enthusiasm for learning. They're a driving force behind helping children as they learn to form relationships, moderate emotions and thrive in their day-to-day life. As the children move into Reception, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning in preparation for Year 1. The seven areas of learning are-

Three **prime** areas of learning and development:

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

And four **specific** areas of learning and development:

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

Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. We read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and provide them with

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extensive opportunities to use and embed new words in a range of contexts. We will comment on what children are interested in or doing, and echo back what they say with new vocabulary added to build children's language effectively.

Personal, Social and Emotional Development

Personal, Social and Emotional Development is an integral part of learning and is taught throughout all areas of the curriculum. Emotional well-being, social competence and understanding and demonstrating respect for others are important life skills that are taught. Children are supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct their attention as necessary.

Physical development

Children will be supported with the development of their fine and gross motor skills by taking part in a variety of activities throughout the day. We have found that being immersed in an environment that provides a range of multisensory activities is highly effective for the development of young children's fine and gross motor skills. Gross motor development is given a very high priority and children enjoy exploring opportunities to develop these skills in daily indoor and outdoor activities, including use of the onsite Forest School, PE and Dance lessons. Through opportunities to be active, children develop co-ordination, control and precision of movement. Children will also develop strength and the habit of exercise, as well as precision when using small tools correctly.

Literacy

The Early Years department is a text rich learning environment. Reading consists of two dimensions: word reading and comprehension. Each classroom contains a vast selection of books from which the children are told stories and rhymes from a variety of cultures. Early reading skills are developed through the enjoyment of books and stories being read to the children, through mimicry of reading habits and through the teaching of letter sounds and shapes. The children are introduced to letters of the alphabet phonetically and will complete stimulating activities to consolidate their understanding and ignite their love of learning. When developing writing, spelling and handwriting our taught as well as composition. Children are encouraged to articulate ideas and structure them in speech and writing.

Mathematics

Mathematics is an interactive and practical subject in Early Years. It covers many strands including number, simple calculations, shape, space, measure and problem solving. Recognition of numbers, their value and formation to ten is taught daily. The children will learn how to tackle a range of tasks and solve real life problems by applying their understanding in practical ways. Children are given opportunities to apply their growing understanding of the mathematical world to the world around them to become masters of number.

Understanding the World

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Your child will learn about the world around them and develop their understanding of this through creative and cross-curricular teaching. Science, History, Geography, ICT and Religious Education are all included in this area of the curriculum. The use of stories, non-fiction, rhymes and poems help to foster each and every child's understanding of our culturally, socially and ecologically diverse world. Children are given the opportunity to enrich and widen their vocabulary which will support later reading comprehension.

Expressive arts and design

The art of discovery is extremely important and exciting for small children. Children are given the opportunity to explore and play with a wide range of media and materials. Opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, dance and role-play are provided regularly.

As the children progress through the Foundation Stage, teachers will make judgements based on their observations of each child in all areas of learning. The Foundation Stage Profile is completed for Reception children to assess their progress against the Early Learning Goals and a written report is sent to parents at the end of the child's time in Reception. This will indicate if a child has met the expected levels of development or if they have not yet met the expected level of development and are emerging in this area of learning. If a child's progress in any Prime area is a cause for concern, we will discuss with the child's parents or carers to discuss how to support the child.

Teaching and Planning

A variety of structured, adult-led activities are provided as well as opportunities for child-initiated learning, understanding and recognising the importance of learning through play. An overwhelming body of research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Through different forms of well-organised play, different challenges are presented to increase the children's learning about themselves, other people and the world in which they live. Children in Early Years are provided with a balance between child-initiated play and involvement in adult-led activities. These activities are reflected in the teacher's planning and take place both inside and outside where carefully planned resources are set out daily to support the children's learning and development. Their choices are monitored to ensure that each child gains a balance and breadth of learning.

Teachers are responsible for planning and implementing a creative and inspiring and ambitious curriculum. The breadth of our curriculum encourages all children to reach their potential in terms of their personal, social, emotional, physical, moral, spiritual and intellectual development in preparation for learning in Key Stage 1 and beyond.

All teachers are well qualified and passionate about Early Years education. The adult to child ratio is excellent and teaching assistants are involved in all aspects of day-to-day running of the class. They are well informed and familiar with the EYFS. The class teacher is responsible for liaising with parents. Half class lessons taught throughout the week, in Reception, enable teachers to differentiate the lesson objectives and support the development of each child in a personalised way.

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The EYFS is planned as follows:

- Medium Term Planning (half termly)- includes children's interests and strengths based on observation, class discussion (child's voice), topics to be covered and activities to be completed to support the children's learning.
- Weekly Planning- includes both pre-planned and spontaneous experiences. This is a flexible document which is adapted according to the needs of the children. Notes and evaluations of teaching and learning are made about individuals and groups of children to help staff plan next steps for children.

Observation

Observation is an integral part of Early Years education. We make systematic observations of children's achievements and interests to identify learning priorities for individual children.

To gather evidence of achievements in all areas of the curriculum, your child will have a learning profile. This is an e-profile that is created on a website called **'TAPESTRY'**. Members of staff will take photographs and videos and will upload them to your child's profile. This will evidence their progress, development and attainment against the curriculum for their chronological age. As a parent, you will have access to you son or daughter's profile with a username and password. Parents are required to sign a declaration to agree that the information on this profile will not be shared on social media. Access to the journal also enables you to add observations of your child achieving milestones that we are unable to observe at school. When your child transitions from Early Years into Key Stage 1, you will receive a comprehensive PDF version of this. If you have any problems accessing the observations on the website then please contact the Head of Pre-Prep.

Tapestry will be used to complete children's 2 Year Progress Check. This is a short-written summary of their development in the three prime areas of learning when the child is aged between 24-36 months.

Moderation and Standardisation

Every year the EYFS can be moderated by the Local Authorities, with its findings made available to OFSTED. Recommendations are made so that the provision for the children can be improved further. Every term, the Reception teachers and Head of Pre-Prep meet to moderate the children's profile scores. Children who are under achieving are highlighted, particularly when there is cause for concern in a Prime area of learning. The children are assessed as 'emerging' or 'expected' against the 17 ELG's. The Head of Pre-Prep examines the EYFS Profile scores at the end of each academic year. The primary purpose of the EYFSP assessment is to support individual children's successful transition from EYFS to Year 1.

Health and Safety

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Pupil welfare and safety is of prime importance and children are supervised at all times. Risk assessments are completed regularly by the caretakers and all Pre-Prep and Little School staff are aware of any potential risks and will complete their own risk assessments before allowing children to access these areas or start an activity. In Little School all activities are risk assessed and authorised by the Nursery Manager. The Nursery Manager and Head of Pre-Prep check these areas regularly and will be aware of any animal excrement, horse chestnuts, ice, sand or water which may pose risk to children and adults. Daily checks are completed at the beginning and end of the day by Nursery staff. The caretaking team will ensure any potential risks are taken care of before the school day commences. The site is secure and visitors can only enter via the main reception desk which is always manned.

Supervision of children –see Supervision Policy.

Supervision of staff- see Appendix 1.

Partnership with Parents - see Key Worker Policy

We pride ourselves on having an excellent relationship with parents and carers of children in Early Years at Greenfield School. We recognise that they are the child's first and most enduring educators and a successful relationship between home and school has a positive impact on the child's development. Open lines of communication enable information, knowledge and expertise to be passed between the two. We have an open-door policy and are accessible in person or by email. Regular emails, newsletters, parent meetings, open days and drop off and collection times are all opportunities to communicate. Tapestry is an excellent resource to enable school to communicate with parents and carers about the children's achievements in school and at home.

Provisions for pupils with SEND

Please read this in conjunction with the SEND policy.

This policy reflects the principles included within the 0-25 SEND Code of Practice 2015 which was published in response to the Children and Families Act 2014.

There is a clear approach to identifying and responding to SEN and there is a continual monitoring and review of pupils who have been identified as needing support. When a pupil is not reaching the expected developmental milestones, particularly in the Prime areas of learning, we will act upon this with the support of our Learning Enrichment Department. Where necessary, external help from specialists is sought. Parents will be involved in this process. Reasonable adjustments to the assessment process in Reception will be made for children with SEND and we will consider whether specialist advice should be sought to support this process.

Provisions for pupils with EAL

Please read this in conjunction with the EAL policy.

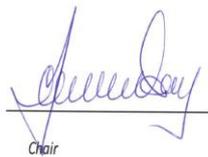
Pupils for whom English is not their first language (EAL) are supported by the key workers, class teachers and teaching assistants in the first instance. We value the contribution which

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all children make through bringing their culture and language to enrich our Early Years environment. We aim to provide the means for all children to have access to a broad and balanced curriculum and extend their potential. Progress is tracked and continual monitoring of EAL pupils takes place to check that they have the opportunity to reach the next steps in their learning. Communication, language and literacy skills are assessed in English. If a child does not have a strong grasp of English language, we will explore the child's skills in their home language with their parents to establish whether there is a cause for concern about language delay.

Record Keeping

At Greenfield we maintain detailed records of all pupils in Fledglings, Owlets, Owls, Robins and Reception as required under the EYFS framework. These records are always available to the child's parents.



Chair

Chair of Governors

To be reviewed September 2022.

Appendix 1- Supervision of Staff

Supervision is a formal and recorded process through which the professional actions of staff are examined and reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents. Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At Greenfield School, all Early Years practitioners who work directly with children and families are supervised by the Head of Pre-Prep. In Little School, the staff are supervised by the Nursery Manager, who will feedback to the Head of Pre-Prep. Supervision meetings are held annually for each staff member. Where necessary, they will be completed more frequently. Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task. A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee. An electronic copy will be kept by the Head of Pre-Prep.

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All supervision meetings must include discussions concerning the development and well-being of each of the supervisee's key children. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child's file and may include support from external agencies. All aspects of supervision must ultimately focus on promoting the interests of children.

During supervision meetings, members of staff are able to discuss others matters including personal. During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves which may affect their suitability to work with children that have occurred during their employment with the setting.