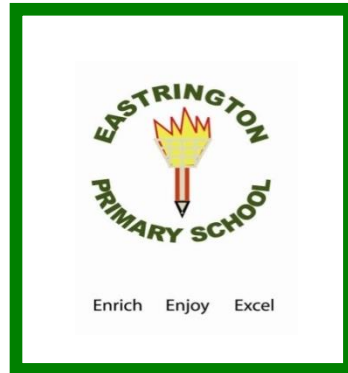


EASTINGTON PRIMARY SCHOOL



Early Years Foundation Stage Policy 2024

Headteacher: Mrs. H Gallagher

Chair of Governors: Mr. A Fernandes

Policy written by: Miss R Conway

Reviewed: Spring 2024

Date of next review: Spring 2027

What is the Early Years Foundation Stage?

At Eastrington Primary School, 'Early Years Foundation Stage' refers to children in our Discovery class, these pupils are our Pre-school (Foundation Stage 1) and Reception (Foundation Stage 2) children. All children are offered up to 30 hours of Nursery sessions from the school term after their third birthday. Entry into our Reception class, is in September of the academic year the child turns five. Please see our admissions policy for further information on this. To enable a secure and happy learning experience, all children are allocated a key person when they start. In nursery this will be the Class Teacher and/or Nursery Nurse. In Foundation Stage 2, this will be the class teacher.

Our Aims

In Discovery Class we are passionate about providing an excellent starting point for all children as they begin their journey through school.

We aim to:

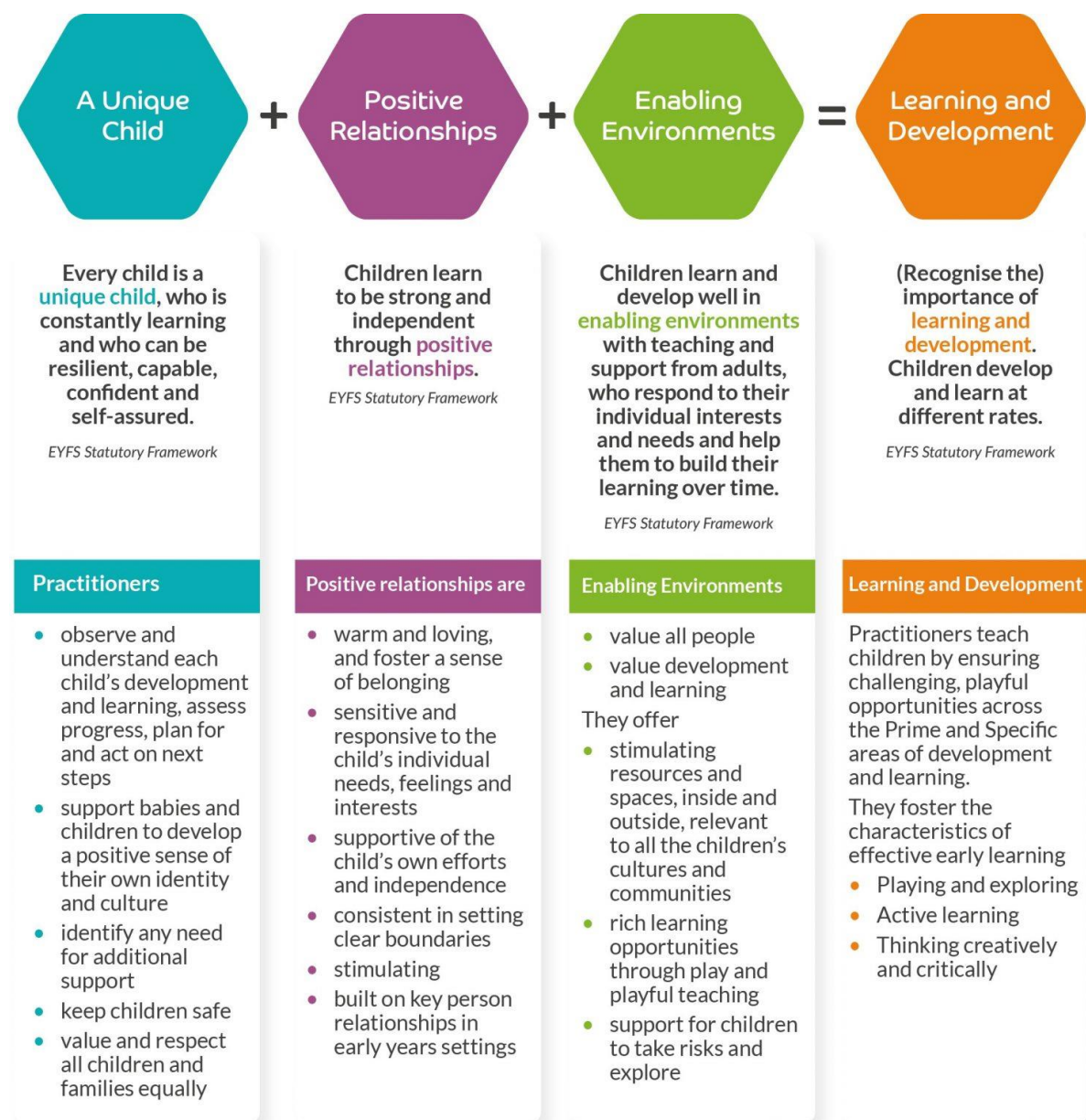
- Create a warm and friendly classroom environment where children feel safe, secure and develop positive relationships with peers and adults.
- Enable all children to move forward in their learning by working together and building on what they already know.
- Ensure children access a broad, varied and balanced curriculum that gives them a range of skills and transferable knowledge to progress through school and life.
- Encourage children to be confident and independent learners, both inside and outside the classroom.
- Provide a holistic approach to teaching and learning through a range of experiences including, play based learning, exploration, activities that make use of rich and stimulating indoor and outdoor environments.
- Value the voice of our pupils to develop a classroom that reflects their ideas, personalities and interests.
- Develop relationships with parents and carers to work together in a close partnership.

Legislation:

This policy is written in line with requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

Key Principles

There are four principles underpinning the Early Years Foundation Stage (EYFS):



Excerpt taken from [Birth to 5 Matters](#) (non-statutory guidance).

1. The Unique Child

Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.

We work with children to provide learning opportunities that reflect their interests, ideas and personalities. We observe and understand each child's development and learning, then we assess their progress and plan for and act on next steps. We

identify any need for additional support. We do all of this whilst keeping children safe, valuing and respecting all children and families as equals.

2. Positive Relationships

Children learn to be strong and independent through positive relationships.

We pride ourselves on taking time getting to know each child individually and we offer a warm, loving environment to harbour a sense of belonging. Our EYFS staff model excellent relationships, providing pupils with a happy place to come and learn every day.

3. The Enabling Environment

The environment plays a key role in supporting and extending children's development and learning.

Our bright and friendly classroom has well-resourced provision areas which are regularly adapted and enhanced according to our topics and learning activities. The rural location of our school ensures that our outdoor learning area is quiet whilst providing opportunities to explore the local area.

4. 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.

Our experienced EYFS team offer broad and varied learning opportunities to ensure children experience a stimulating environment which nurtures individual development.

We believe that supporting children to become confident, independent learners will enhance their transition into reception and throughout school.

The Curriculum

Our Early Years classroom follows the curriculum as outlined in the statutory framework of the Early Years Foundation Stage.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas (known as the prime areas) are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development

- Personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our curriculum maps set out key topics and skills to be introduced and developed throughout the school year. All Early Years staff are involved in planning activities and experiences which enable children to develop and learn effectively. The individual needs of pupils, their interests and stage of development are always considered when planning. Children learn in both guided adult-led activities and child-initiated tasks through the continuous provision in both indoor and outdoor environments. 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, making them 'Year 1 ready'. The ways in which our children engage with others and their environment – **playing and exploring, active learning and creating and thinking critically** – underpin their learning and development across all seven areas and support children to remain motivated and effective learners.

Assessments

At Eastrington Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to inform future planning. Staff also consider observations shared by parents and/or carers when summatively assessing children. Within Foundation Stage 1 (Nursery), children are given individual next steps from such observations and formative assessments. These next steps are shared with parents regularly. Early Years staff understand that each child is an individual and take the time to get to know each child well so that all assessments are accurate.

As each child enters the EYFS and following parental consent, an individual Tapestry Online Learning Journal account will be created. Parents will be invited to contribute their own observations to the online learning journal and staff will begin to add their own observations. These observations will be assessed using the Early Years Foundation Stage Early Learning Goals, the Characteristics of Effective Learning and Leuven Scale; these assessments will be shared with parents through the online journal.

Within the first six weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS (ie. the end of the

child's reception year), staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting **expected** levels of development
- Not yet reaching expected levels ('**emerging**')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child as well as their next teacher. The profile is moderated internally (referring to the [Development Matters](#) guidance) and in partnership with other local schools, to ensure consistent assessment judgements are made. EYFS profile data is submitted to the local authority annually.

Progress and attainment are monitored on a termly basis through meetings between the staff within Early Years and Senior Leaders. A 'best fit' judgement will be made for each child in all areas of learning based on the Development Matters statements. Statements will only be highlighted for individual children when staff feel confident that pupils have achieved the outcome independently and on more than one occasion. Where a pupil has been working at the same stage of development for longer than a term, interventions and support are planned for during Pupil Progress meetings to ensure each child can make the expected level of progress. Where a pupil is not progressing as expected, staff will administer interventions on a weekly basis and a discussion will take place with parents/carers to make them aware of such interventions.

FS1 Pupils (Nursery):

Before the end of their first half-term, around six weeks in, most pupils are given an 'on entry assessment'.

Expected standards 'on entry' into FS1 in the **Autumn term**:

Ready for or working within the 3-4 Years Old age and stage of development.

Throughout FS1, pupil progress will be tracked termly, using Tapestry and formally assessed using observations, samples of work, photographs, and contributions from parents and staff professional knowledge of each child at the end of each term.

As FS1 pupils attend for varying hours, individual progress will be tracked to ensure pupils are making progress that is appropriate to each child and the amount of time spent in school.

FS2 Pupils (Reception):

Throughout FS2, pupil progress will be tracked termly, using Tapestry and formally assessed at the end of each term. Evidence to support judgements will include; observations, samples of work, photographs, pupil voice, contributions from parents, staff professional knowledge of each child and the exemplification materials.

Expected standards On Entry and throughout FS2 are:

September (Baseline): Expected 3-4 Years Old.

December (Autumn): Emerging 'Children in Reception'

March (Spring): Emerging 'Children in Reception'

June (End of FS2 / Summer): Pupil development will be assessed against the Early Learning Goals (ELGs) and recorded as:

Emerging towards the Early Learning Goal – this would indicate the child was below the expected level of development (this will be submitted to the Local Authority as an assessment rating of 1)

Expected – this would indicate the child was meeting the expected level of development (this will be submitted to the Local Authority as an assessment rating of 2)

This information will then be used to calculate if a child has made a 'good level of development'. Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the ELGs in:

- the prime areas of learning – personal, social and emotional development, physical development, and communication and language
- the specific areas of mathematics and literacy

All staff in the EYFS are involved in the moderation of assessments and take an active role in the process of making judgements about pupil progress.

At regular points throughout the year, pupil data will be entered onto a whole class overview and further analysed in conjunction with the Data and Assessment Coordinator (Mrs Donna Goodwin) and Headteacher (Mrs Heidi Gallagher) to ensure all pupils are supported to move forwards in their learning.

Assessment in Phonics:

Each half term, staff work with FS2 pupils to complete a phonics assessment which is used to track individual progress in phonics. The information gathered is used to ensure pupils receive the correct reading book level and identify any gaps in learning for which interventions are quickly put in place. This information is shared with the Phonics Coordinator (Mrs Rachael Kay) and all EYFS staff so that pupils can be supported effectively. More information on how this assessment is undertaken can be found in our Phonics Policy.

Characteristics of Effective Learning (CoEL)

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes (taken from the [EYFS Profile Handbook 2024](#)).

Throughout the year, EYFS staff use the characteristics of effective learning to explore how individual pupils engage and learn. EYFS staff use this knowledge of how each child learns, to develop teaching practice and form next steps in their learning. Observations on Tapestry are assessed against the CoEL then shared with parents. Pupils are also encouraged to become actively involved in identifying ways in which they or others can learn.

At the end of each year EYFS teachers are able to provide a 'brief commentary' personal to each child about how they demonstrate:

- playing and exploring
- active learning
- creating and thinking critically

Working with Parents and Carers

At Eastrington Primary School, we understand the importance of working in partnership with parents; we aim to develop this relationship across all age groups and classes. In Discovery Class we do this in a variety of ways including:

- Inviting parents to visit the school before their child begins
- Holding information meetings and workshops
- Having an open-door policy
- Our parent/carers information board
- Newsletters
- Observations and comments on Tapestry

- Parent and Carer evenings
- Encouraging parents / carers to speak with a member of staff if they have a question or concern
- Stay and play sessions
- Assemblies and presentations

Transition

We want our children to feel safe and secure during each part of their time in school. Whether a child is starting with us in Nursery or Reception, we aim to make the process as happy and positive as possible. We hold new starter sessions for children with and without parents to gradually become familiar with their new environment and our caring and supportive EYFS staff ensure they get to know our children as quickly as possible.

EYFS and Year 1 staff work closely to ensure the transition from Reception to year 1 is a seamless process for all of our pupils. Staff meet to share information and there are planned opportunities for Reception pupils to spend time in their new classroom. Towards the end of the Reception year, the school day becomes more structured and, where appropriate, pupils are encouraged to develop further independence to reflect a Key Stage 1 classroom.