

**Education Learning Trust**

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**GATLEY PRIMARY SCHOOL**

# **EARLY YEARS FOUNDATION STAGE POLICY**

This policy describes the first stage of education at Gatley Primary School – the Early Years Foundation Stage (EYFS). The policy encompasses all areas of learning, describing the school's commitment to providing the best possible start for the education of all children.

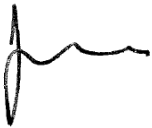
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## VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
06.11.2014	1.0	Policy created and circulated to Senior Leadership Team.	E Lees
17.11.2015	1.1	Policy review	V McManus
21.11.2016	1.2	Policy reviewed	E Lees / V McManus
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01.11.17	1.3	Policy reviewed	C Coleman



Chair of Governors  
Date: 9 November 2017



Head of School  
Date: 9 November 2017



Gatley Primary School | Hawthorn Road | Cheadle | Gatley | SK8 4NB

## Policy Statement

At Gatley Primary School, we provide a setting that:

- Is fun, safe and welcoming to children and their carers;
- Encourages the children to be independent and resourceful;
- Cultivates enthusiasm, motivation and an enquiring mind;
- Delivers a broad and balanced curriculum accessible to all children;
- Provides opportunities for first-hand experiences, active training and recognises the importance of play;
- Provides opportunities for the children to work both individually and cooperatively;
- Offers opportunities for the children to develop their own creativity;
- Celebrates differences, compassion and generosity to others; and
- Cultivates an awareness and a respect for their own cultures and beliefs and the cultures and beliefs of others.

## Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the Early Years Foundation Stage (EYFS) Policy is to help young children achieve these five outcomes.

At Gatley Primary we provide a broad and balanced curriculum, designed by the children themselves, that enables each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We view every child as a unique and competent learner who has the potential to be resilient, capable, confident and self-assured<sup>1</sup>. Research has shown that children's outcomes in later life are strongly influenced by the experiences they have had in the early years.

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<sup>1</sup> DfES 2008

## **Curriculum**

The Early Years Foundation Stage (EYFS) is based upon four overarching principles:

- A unique child.
- Positive relationships.
- Enabling environments.
- Learning and developing in different ways.

## **Learning and Development**

The EYFS framework guidance states that, “there are seven areas of learning and development that must shape educational provision in the early years setting.” All areas of learning and development are important and inter-connected. However, there are three areas that are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building firm foundations for their capacity to learn and form relationships and thrive and these are the three Prime areas:

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

The four Specific areas incorporate skills for successful participation in society (EYFS 2012):

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

The Characteristics of Effective teaching and learning in the EYFS are based upon dispositions towards learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. We believe that the best quality learning is through play, which gives our children opportunities to consolidate their learning. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build on ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. Adults will scaffold new learning and join in with children's play. This is backed by research carried out within the department itself (May 2014), noting that where adult modelling is part of the process, progress in learning is accelerated.

We provide flexible resources that encourage children to be eager explorers, communicators and negotiators. They communicate with others as they investigate and solve problems. They learn through their interactions with the adults in the unit and with each other.

### **Observation, Assessment and Planning**

Foundation Stage staff use observations to inform planning. The staff are skilled at observing what children say and do and are able to identify their achievements, interests and next steps for learning. These observations inform the planning. The team use the children's interests to plan for themes; these plans are used by the EYFS staff to inform weekly planning. The children produce a piece of work during the summer, in Nursery this is a mood board and in Reception it is titled "My Favourite Thing". These are shared with the class during the first few weeks in Autumn term and we use ideas and themes from these boards to plan our curriculum.

Each term, careful analysis of assessments allow for the identification of groups of children requiring intervention work. This intervention is carried out regularly to ensure that learning moves forward for every child and gaps in achievement between groups are closed.

Assessment in the Foundation Stage takes the form of both informal and formal. Long and short observations are written up and photographs are collected in the child's 'Learning Journey'. These provide evidence of children's continuing skills and progression that can be tracked and assessed against the early years development matters framework and provide evidence of attainment by the end of the year. In addition to this, the team identify the crucial role parents play in observing learning and have an established partnership assessment system which also supports teacher judgements.

## **Home/School/Pre-school Links**

We recognise that parents and carers are a child's first educators and we aim for the schools and parents and carers to work closely in the setting. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We hold a parent's meeting in the summer term and offer reading and play sessions for both child and parent to attend.
- We will send home a Busy Bee book designed to enable Early Years staff and parents or guardians to record outstanding achievements and special times with family and friends that the children can share with their class.
- We will use Class Story on Dojo to inform the parents of our learning for that week.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Early Years staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct two parent consultation sessions in the Autumn and Spring terms to inform parents and carers formally of a child's development and overall progress.

We have developed close links with the feeder pre-schools and during moderation sessions in the summer term we spend time sharing information about individual children's progress within the month bandings of Development Matters. Cluster meetings that we attend allow for sharing of good practice between settings.

## **Children with Additional Needs**

- Environment to be well resourced to ensure inclusion.
- All adults involved are aware of child's needs and targets.
- Children are assessed as individuals and their own learning goals are set by the team.
- Specialist partners and agencies are consulted where appropriate and any family support that may come with this.

## **Transition into Year 1**

We want children to feel confident and secure and this why we plan in opportunities for the children and the teacher to get to know each other before they move into Year 1. Time is planned for the Year 1 teacher to visit Reception during the Summer term to begin to develop relationships and get to know the children as they learn in their Early Years environment.

Reception and Year 1 staff meet to discuss developmentally appropriate learning experiences for the children based upon the end of term Early Years profile summary, paying attention to and moderating the transition to the 2014 National Curriculum requirements. This supports effective progression once children move up. The independent learning provision that progresses throughout the school builds on the provision provided in the early years, celebrating choice and the development of the key skills of an individual on their learning journey.