



GRANGE SCHOOL
A Culture of Continuous Improvement

Early Years Foundation Stage Policy

Compiled by:	Approved by:
Signature: 	
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EARLY YEARS FOUNDATION STAGE POLICY

The EYFS classes are based upon four principles:

- **A unique child**

Every child is unique and can be a resilient, capable, confident and self-assured learner. Children's dispositions to learning are influenced by feedback from others. Hence we use praise, encouragement and rewards to encourage and develop a positive attitude towards learning. Grange School recognises that children arrive in the Early Years Foundation Stage with a wide range of skills, abilities and particular interests. Before the children start school staff obtain information from pre-school settings about the children who will be enrolling. Parents of new pupils are invited to meet with the Head of Primary to discuss the child's particular interests and any issues of concern.
- **Positive relationships**

Children learn to be strong and independent through positive relationships and so we aim to develop warm, loving, respectful and professional relationships with the children and their families. At Grange School, we recognise the huge contribution that parents and carers make to their children's learning and we work hard to develop and sustain positive links with parents. We actively encourage parents to become involved in the life of the school, and operate an open door policy in which we encourage parents to speak to their child's teacher to share any celebrations, concerns or worries. EYFS staff are available each morning as the children come into school and teachers are available at the end of the school day. Home contact books provide a daily means of communication with parents and an opportunity to celebrate children's achievements. Comments from parents are noted and assist staff in their observations about the children.
- **Enabling environments**

Children learn and develop well in enabling environments. There is a strong partnership between teachers, parents and carers. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities to extend their learning.
- **Learning and Development**

Children develop and learn in different ways and at different rates. Hence all areas of learning and development are equally important. We believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and work. We provide a daily routine for the children, which provides for Adult Directed, Adult Initiated and Child Initiated learning opportunities. We support children's learning throughout the Child Initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning. Activities are short in length, often with children rotating around several different ones during a week. Children are allowed to explore and learn securely and safely. The classes are set

up in learning areas where children are able to find and locate equipment and resources independently.

The seven areas of learning and development comprise:

• **Prime areas of learning:**

- Communication and language.
- Physical development.
- Personal, social and emotional development.

• **Specific areas of learning:**

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

The Learning characteristics are:

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

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence, resilience and perseverance
- Add resources that stimulate, motivate and engage the pupils
- Demonstrate/model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers , problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the welfare requirements are in place
- Encourage children to 'plan, do and review' child initiated activities

At Grange School we model and foster respect, empathy and caring relationships. We encourage understanding of self and a responsibility to others.

So that we can play and learn safely and happily, we encourage the children to:

- Be kind to each other
- Look after each other and school property
- Try to listen to one another

- **Early Years and Foundation Stage Environment**

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved; extending their ideas and experiences. The learning environment comprises of the inside and outside areas, both of which are of equal importance and will be available to the children. Resources will be reviewed regularly in order to make the best provision for the children's learning and development. Children will have the freedom to move from one to the other during their Child Initiated activity.

- **Observing and Assessing**

All EYFS teaching staff will contribute towards on-going assessments of all children throughout the year. We recognise that observations should not take away from interactions with the children and should not require excessive paperwork (as stated in the new EYFS Framework) so we will ensure that any observations recorded are of a high quality and are informative. We aim to be responsive to the children's needs by having daily conversations between all members of staff. The daily interactions we have with our children will inform our planning and help us identify next steps.

Parentzone is used to communicate daily progress and activities with parents.

- **Tracking progress**

Each term, in line with the rest of the school, we will submit data to show progress across all the areas of learning, identify gaps across the cohort and highlight any need for additional support or interventions. These are moderated across the year group. This will be reported to SMT. Staff will use their knowledge of each child, discussions with other members of staff, and professional judgement to decide whether each child is 'on track' or an 'area for concern'. We use the Development Matters statements to help us form these judgements, but recognises that this should not be used as a checklist exercise but instead as a tool to help us make confident judgements as to where children are in their journey. In addition to this, each term we will revisit 1:1 phonics and numeracy assessments to inform planning for the following term.

- **The Baseline Assessment**

On entry to school we complete our own initial internal assessments, consisting of several different activities designed to provide us with a snapshot of where children are when they start school. We use observations from both adult directed and child initiated activities to inform our judgements and assessments on all 'Areas of Learning and Development' as detailed in the EYFS statutory framework. This includes all three Prime Areas (Personal, Social and Emotional Development, Communication and

Language, Physical Development) and the Specific Areas of Literacy and Maths, Understanding The World and Expressive Arts and Design. These activities help form the basis for planning for the rest of the term and enable us to develop next steps, interventions, and support plans where necessary. These activities provide us with opportunities to get to know our children really well so we can tailor our curriculum to their needs.

Further assessment are undertaken at 3 different times in the school year. These checks will highlight areas where a child is progressing well and any area where they might need some extra help or support.

We also carry out initial screening to assess each child's Well-Being and Involvement using the Leuven Scales. The scales ensure children are assessed at the optimum time and before any significant new learning takes place.

We find it useful to share the information from the check with other professionals in the school and the SEN department who can use it as part of the development review. All assessments look at a child's progress in the 7 areas of learning.

At the end of the third term, we provide a written summary in relation to the children's early learning goals to parents.

- **EYFS Profile**

The primary purpose of the EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. It is a statutory requirement document and will be completed by the end of June each year.

We will decide whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging') through discussions as a team, referring to any observations or evidence collected over the previous year and, most importantly, using our extensive knowledge of the child.

This document enables Year 1 teachers to plan an effective, responsive and appropriate curriculum that will continue to meet all children's needs after they leave the Reception class.

Some materials from the learning journey may be used to support the completion of an EYFS Profile.

Information from parents also forms a valuable part of our assessment of the children. A variety of different means may be used to collect this information including verbal communication, written information and digitally.

- **Observation and Planning**

Good planning is the key to making children's learning effective. Effective learning builds on learner's previous experience. Our planning shows how the principles of the EYFS (stated above) are put into practice and is always informed by observations we have made of the children. The observations of the children are vital and provide us with reliable information about children understanding. Observation also provides

opportunities to determine children's needs and so more accurately plan next steps in their learning.

- **Learning Journey**

The aim of the Learning Journey is to:

- Celebrate children's achievements throughout their time within EYFS.
- Serve as a reminder of the wonderful experiences that they have.
- Monitor the skills that children are developing.
- Enable staff to plan effectively in order to meet children's learning needs.
- Show children's progression.
- Record children's viewpoints.
- Highlight the discoveries children make.
- Support children when they are challenged.

- **The Induction Process**

During the second term, the EYFS Coordinator will visit pre-school settings from which September's intake will be taken (feeder schools), prior to starting school the following September.

- **Home and School Links**

We aim for a strong partnership between the school, parents and carers in the Foundation Stage

We develop this working relationship as follows:

- We offer parents regular opportunities to discuss concerns and developments through our "open door" policy.
- Conversely, if teachers have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We hold a formal meeting for parents to discuss in private with the teacher each term (Parents' conference). The first conference is early in the year to establish how a child is settling into the new school environment.
- On Open Days, parents and carers are able to observe lessons in order to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We encourage parents or guardians to record and feedback on outstanding achievements from home.
- We publish a scheme of learning on our website detailing the areas of learning and the theme(s) of the term.
- Later in the term, we inform parents and carers formally of a child's results and overall progress.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist the children with guided reading.

- **Transition to Year 1**

At Grange School we offer classes from age 3 to Year 6 in the Primary Phase, to ensure a smooth transition from Foundation Stage to Year One; ensuring that the principles of the Foundation Stage are built upon. The staff work closely together to ensure that principles such as child initiated activities are extended and developed providing more challenge for the children as they move into Year One. We have looked at the process of reviewing the use of the indoor and outdoor areas in Year One to ensure that this links smoothly with the type of environment in which the children are used to working in the Foundation Stage. We hold a meeting for Reception parents of the Foundation Stage Year where they have the opportunity to meet with Year One staff and find out more about the transition into year One. This is done during the second half of the Summer Term. Year One teaching staff will spend time with the Reception pupils in the summer term, getting to know the children.

- **Transition to Reception**

During the Lent and Summer terms, various activities are planned for pupils who will transition from the Nursery classes into Reception in September. Invitations will also be sent to pupils who will be joining Grange School from various feeder schools. Included in these activities will be an invitation to spend half a day in school, to include lunch time.

- **Inclusion**

Every child matters and so children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are 'gifted and talented' and those with specific learning difficulties and disabilities.

Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy.

The school's SEN Co-coordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

