



GRANGE SCHOOL
A Culture of Continuous Improvement

Early Years Foundation Stage Policy

Compiled by: Signature: Date:	Approved by Governing Body () Signature: Print name: Date:
Revision Number:	Next Review date:

EARLY YEARS FOUNDATION STAGE POLICY

The EYFS (Reception class) is 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.

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.

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. 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 is categorised into three prime areas of learning:

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

And four 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

Development matters in the early years foundation stage

www.early-education.org.uk 2012

Tracking progress

The Baseline Assessment

This is done 4 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 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 legal document that 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.

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 Early years 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 unit.

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.

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.