

Messingham Primary School

Early Years Policy



Responsible Committee	Full Governors
Ratified Date	September 2020
Review Date	September 2021
Signed on behalf of Governing Body	
Print Name	

Adopted Local Authority Policy Completed by: Lynda Cavanagh
Review date: Sept 2021

Messingham Primary School

Early Years Foundation Stage Policy – October 2015

This policy should be read in conjunction with the Statutory Framework for the EYFS 2015, the Practice Guidance for the EYFS and the Development Matters document (non-statutory)

1. An Introduction to the EYFS

‘Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

‘The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life’. (Statutory Framework, 2014)

At Messingham Primary School, our over-riding aim in the EYFS is for our pupils to develop a positive foundation for life long learning. We will achieve this by promoting and supporting the four key principles in the EYFS statutory framework.

. **A Unique Child.** . **Positive Relationships.** . **Enabling Environments.** . **Learning and Development.**

2. The EYFS seeks to provide:

- A happy, caring and safe environment, where equal opportunities and mutual respect are fostered between the children and enthusiastic, committed and highly skilled practitioners.
- A high quality and consistent approach to teaching and learning so that every child makes good progress and no child gets left behind.
- A stimulating and effective environment both inside and outside of the classroom, where active learning encourages lively, inquiring and imaginative minds to develop.
- A secure foundation through learning and development opportunities, which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Positive attitudes to learning that allow children to rise to challenges and gain confidence when encountering new experiences and opportunities. As well as aiming to raise the self-esteem of all our pupils, we also seek to develop their awareness of the views and feelings of others.
- A partnership working between practitioners and with parents and/or carers.

3. The safeguarding and welfare requirements

Other school policies meet the EYFS requirements for this section. In addition, we have risk assessments written specifically for the equipment used in Early Years. At Messingham School, the key person is the class teacher. The key person plays a vital role in a child’s life and must demonstrate consistency, sensitivity and be responsive to the child’s needs. They must engage, interact and connect with a child and their family. The class teacher will observe, assess, record and plan with support from other staff in the Reception team. Mrs Cavanagh takes lead responsibility for safeguarding at school.

4. The learning and development requirements

There are seven areas of learning and development that shape the educational programme in the Reception classroom. It sets a series of learning goals for children to work towards by the time they reach the end of the Reception year. Pupils who meet these goals are working at the ‘expected’ level. Some children may have ‘exceeded’ the goals. Others will be ‘emerging’ and still working towards some or all of the goals.

We provide a carefully planned curriculum that helps children to achieve the Early Learning Goals (and in some cases to exceed these goals) by the end of the EYFS. It underpins all future learning by supporting, fostering, promoting and developing children’s skills and knowledge across the areas of learning.

All seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas, are:

- **Communication and Language-** [Listening and Attention, Understanding and Speaking.](#)
- **Physical Development** – [Moving and Handling and Health and Self Care.](#)
- **Personal, Social and Emotional Development** – [Self-confidence and self-awareness, Managing Feelings and behaviour and Making Relationships.](#)

We also support children in four **specific** areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy** – [Reading and Writing.](#)
- **Mathematics** – [Number and Shape, Space and Measures](#)
- **Understanding the world** – [People and Communities, The World and Technology.](#)
- **Expressive arts and design** – [Exploring and Using Media and Materials and Being Imaginative](#)

5. The Learning Environment will:

- Provide opportunities for pupils to be active, be quiet or rest.
- Be clearly organised into learning provision areas where pupils are able to locate and replace resources independently. Through observing pupils during child initiated learning, the practitioners should regularly evaluate the effectiveness of the provision areas and make adaptations as necessary.
- Provide a balance between learning indoors and outdoors where pupils have opportunities to free-flow between the two.
- Provide opportunities for children to learn outdoors. This offers the chance for pupils to explore, use their senses, to work in different ways and on different scales and to be physically active.
- Provide opportunities for pupils to initiate their own learning and follow their own interests.

6. Planning and Observations

- Planning is based on the Early Years Foundation Stage Statutory Framework, the Practice Guidance for the EYFS, The Development Matters document and the SEAL documents for PSED.
- Planning will follow the school format of long, medium and short term planning where possible.
- The planning is adapted to reflect the needs and particular interests of our pupils. The themes of our learning can differ from the rest of the school. Pupils are consulted to ask what they would like to learn about, play with and explore next.
- The planning cycle STARTS with observation. To ensure that we meet the individual needs of all of our children, we make regular observations of the children's interactions, interests, skills, and development and understanding of concepts. These observations are used to inform our weekly and termly planning for groups of children, for individuals and for our provision of resources.
- Short term planning is flexible and may alter in response to the day-to-day needs, achievements and interests of the children. These changes will be indicated on the planning.
- The nature of play is such that it is not always possible to determine learning outcomes. For each area of experience on offer in our setting, we consider possible learning opportunities. These can be found noted on the On-going Provision in Medium Term planning documents Staff can refer to this guidance when supporting children in spontaneous play.
- Learning and Development across the seven areas, is delivered through planned, purposeful play and are available to access in the setting. The learning opportunities include a range of adult led activities, independent activities and spontaneous child-initiated activities.
- When planning, guiding and observing children's activities, we also must reflect on the different ways that children learn and reflect these in our practice. The three characteristics of effective teaching and learning are: **Playing and exploring, Active learning** and **Creating and thinking critically**.

7. Assessment – The Early Years Foundation Stage Profile

On entry to school, we use transition records and assessments received from pre- school groups / nurseries etc. to identify the stages of development that each child is working within, in relation to the Development Matters document. We also use information gathered from the Home-visit and other outside agencies that are involved with children.

Practitioners conduct a baseline assessment of pupils within their first few weeks at school. Currently, we make observations of children and use these to accurately describe a child's attainment or non-attainment on entry to Reception. We call this form of assessment devised in school, our 'Starting School Assessment'. It helps practitioners to identify a starting point for future learning and to set targets which can be fed into the planning. This booklet is shared with parents at the first parents' meeting in the Autumn Term.

In September 2015, we have also helped to pilot the summative 'Early Excellence Baseline Assessment' with a view to using this in the following years, as new reforms come into the Early Years. This will provide a starting point from which a child's progress can be measured across the school. **This section will need to reviewed and amended in light of changes. Throughout the year, children's progress and development are monitored using guidance from the Development Matters document. Practitioners make a best- fit judgement using the age band sections of the Development Matters. These on-going assessments are recorded onto the school's on-line assessment record called O-Track and are made in September, December, February and April.

Assessments are based primarily on observation of daily activities and events. At Messingham School, we note in particular the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts. The accurate assessment takes account of a range of perspectives including those of the children, parents and other adults who have significant interactions with the child.

The EYFS Profile

The final assessment in June forms the EYFS Profile for each pupil. This summarises and describes children's attainment at the end of the EYFS. In this final summer term, practitioners must review their knowledge of each child using information from all sources to make a judgement for each Early Learning Goal (ELG). Practitioners must make a judgement for each ELG as to whether the child's learning and development is best described by: The description of the level of development expected at the end of the EYFS (**expected**). Not yet at the level of development expected at the end of the EYFS (**emerging**); or beyond the level of development expected at the end of the EYFS (**exceeding**).

A 'child/ parent friendly' version is kept in the child's 'I Can' Learning Journals, which is shared with parents. Children are given opportunities to look through their 'I Can' book at school and are involved in taking their books home to share their work with families. This book includes written observations, verbal comments, photographs and examples of independent, directed and child-initiated work. The completed EYFS Profile is given as a report to parents in the Summer Term. It accompanies the child's 'I Can' Learning Journal. The report also includes a short narrative describing each child's skills and abilities in relation to the three key characteristics of effective learning.

The final EYFS Profile data is entered into the school's O-track assessment records for Early Years and is then collected for review by the Local Authority. The results of the EYFS are analysed and used to identify patterns of attainment within cohorts of children. This information is then used to modify the teaching programme and set year group and individual targets. The analysis of EYFS data is also conducted during the school year to monitor children's progress. This information helps to highlight vulnerable groups, target groups of children and areas of learning that may need a greater emphasis. Again, this feeds into the planning process. This information is also shared with the child's Year One teacher as part of the transition process.

We regularly moderate as a team of practitioners. This exemplifies the EYFSP ELG's and the age bands of learning as assessed in our school. Termly moderating meetings are held with the LA cluster schools and the school's moderator visits each year.

8. Parental Partnership

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played and their future role in educating their children. We do this through: -

- Offering a home visit before children start school.
- Spending time with the children and their parents/ carers in the classroom environment prior to starting school.
- We hold parent workshops to discuss key skills needed for Literacy and Numeracy on entry to school.
- Inviting all parents/ carers to an induction meeting in the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress in our Reception classes.
- Encouraging parents to talk to their child's teacher if there are any concerns.
- Holding a formal parent's evening in the autumn and spring terms and an optional meeting in the Summer Term.
- Before the parent's meetings, children take home their 'I Can' Learning Journal to show to their parents. This book shows their child's achievements against the EYFSP so far and also indicates areas for children to develop next. A letter accompanies the 'I Can' book as an explanation but also invites parents to add any information or comments that they have to contribute to the profile.
- Arranging a range of activities between home and school each term that encourage parental involvement in learning. This is communicated in a half termly letter. The letter asks parents if they have any valuable skills or knowledge related to the theme that they would be willing to share with the pupils.
- Parents are invited to watch their children receive their Pupil of the Week certificates in our Sharing Collective Worship.
- Regular communication between home and school through the child's Reading Diary and 'Home-link' book.
- Holding a yearly Phonics Meeting for parents to explain how we teach and use Phonics to read and spell.

9. Admission and Transition into school

Children joining our school have attended a range of setting that exists in the local area of Messingham and Scunthorpe. Admission procedures aim to make the transition from home / Pre School setting as smooth as possible. The following are ways in which we ease this transition –

- We offer an informal home visit for each child by the Reception class teacher and Early Years Practitioner.
- We visit the local Pre-School groups to observe the children playing in their familiar environment and share information with staff.
- We meet Parents at Pre-School visits e.g. Christmas and Easter concerts.
- We send a letter of induction explaining all the events that will take place leading up to pupils starting school.
- We hold a meeting for 'New Starters' in July. At this meeting, we explain the curriculum, visit the classroom, answer questions and meet the dinner ladies and Reception staff.
- During the summer term before the children start school, pupils are invited to come once a week to visit the classroom and to stay and play for hourly sessions. Some pupils come with their parents and others come with the local Pre-Schools.
- We hold parent workshops to discuss key skills needed for Literacy and Numeracy on entry to school.
- Children's admission to school in September is staggered over several days until the full class has entered.

10. Transition to Year One

We believe that for children to continue on their learning journey they should be supported to make a smooth transition to year one, to enable them to build new relationships and gain confidence in a new classroom environment.

To do this at our school we carry out the following;

- Formal and informal discussion about pupils between Reception staff and Year one teachers.
- Share final EYFS Profiles for each child. The Reception and Year One teachers discuss progress made against the ELG's and discuss next steps and targets.
- Children who lack confidence are identified and further informal opportunities are taken for them to build up relationships with the Year One staff.
- 'I Can' records and other transition material are selected and sent on to the Year One teachers
- EYFSP data and final scores are sent onto next class teacher.
- Moving up day - Children spend a day with their Year 1 teacher.

- In the summer term before pupils move into Year One, a transition meeting for parents is held in school. This builds on the parental partnership that began in the Reception year. This meeting introduces Key Stage One and the National Curriculum requirements.
- Children are given opportunities to play in the large playground at dinner and morning playtimes and to access the toilets for the Key Stage One pupils.
- Reception teachers use the SEAL documents to plan the delivery of lessons to cover learning in the theme of 'Changes'.

Written by Miss J. Turner.

Review Date

This policy is to be reviewed in light of local or national guidance or changes or by October 2016.
We are expecting reforms and changes to the EYFS in September 2016.