



Mossley CE Primary School
Early Years Foundation Stage Policy

“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 for the Early Years Foundation Stage 2012)

It is our aim at Mossley CE Primary to provide a happy, stimulating, caring, safe and effective learning environment for children entering our school.

With this in mind, we recognise the importance of developing positive relationships with children and parents prior to admission to our Foundation Stage in order to dispel any anxieties or concerns which may be felt concerning the important transition between home and school. Furthermore, we acknowledge and respect the important role which parents have undertaken as the main educators of their children prior to admission to school and we would seek to promote and extend learning further by working together in an atmosphere of mutual trust, respect and understanding.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

Admission arrangements from September 2017 are, where accommodation is available, a place will be offered to every child beginning in the September of the academic year in which they have their fifth birthday (although compulsory schooling does not begin until the start of the term after a child’s fifth birthday).

In order to prepare children and parents for admission we invite families to attend our ‘taster’ sessions for the half term prior to admission date. During these sessions EYFS staff and the Headteacher are available to speak to children and parents individually. Nursery and pre-school visits are undertaken by Reception staff in the half term prior to admission. The establishment of positive, supportive relationships between adults and children is fundamental to a child’s development and we see this as a vital feature of our Induction Programme. Parents are also

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invited and encouraged to join any Home-School or Family Learning Initiatives that are taking place.

The EYFS is based upon four principles:

- 1 A Unique Child – one who is constantly learning and can be resilient, capable, confident and self-assured.
- 2 Positive Relationships – where children learn to be strong and independent
- 3 Enabling Environments – in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- 4 Learning and Development – children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

A Unique Child

It is our intention that the provision made for the EYFS at Mossley CE Primary School will lay a very firm foundation for the years ahead.

At Mossley CE Primary School we recognise that children develop in individual ways, at varying rates. Importantly we would wish to promote positive attitudes to school and learning which will continue throughout the children's school career. It is important that in all we do, we seek to raise self-esteem and promote pride in oneself alongside developing positive attitudes and responses to others in the school environment and the wider community.

Inclusion in the EYFS

We value the diversity of individuals within the school and no child or family is discriminated against. All children at Mossley CE Primary School are treated fairly regardless of race, religion or abilities. We believe that all our children matter. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the EYFS we set realistic and challenging expectations matched to the needs of our children. Our planning meets the needs of boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- 1 Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- 2 Using a variety of teaching strategies that are based on children's learning needs;
- 3 Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;

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- 4 Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- 5 Employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- 6 Monitoring children's progress, and providing support (such as speech therapy) as necessary.

Special Educational Needs

Provision for pupils with Special Educational Needs is a matter for the school as a whole. Assessment forms an integral component in the identification of children with special needs. EYFS staff work in consultation with the SEND Co-ordinator and SEND Support Service and when appropriate are involved in liaison with other external agencies including the School Nurse and Health Visitor. All staff are familiar with the procedures identified in the Special Educational Needs Policy Document and the Special Needs Code of Practice and are fully committed to the need to involve parents at all stages of the process.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty. The opportunity to discuss a family history of dyslexia is provided on our home/school visits.

Equal Opportunities

Equality of opportunity is fundamental when developing a high quality early years curriculum and it is essential that no-one is disadvantaged on the grounds of culture or belief, disability, lifestyle, gender, ethnicity, ability, special educational needs, home language or family circumstance. Equal opportunities are promoted in line with school policy. EYFS staff promote positive role models and incorporate appropriate literature and resources. Role-play materials are provided to promote positive responses to situations or experiences not normally part of the children's daily situation.

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“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”
(Statutory Framework for the Early Years Foundation Stage 2012)

Staffing is organised to suit the cohort and as such is flexible.

In September 2017 the EYFS staffing arrangements are two full time teachers and two full time teaching assistants.

Keeping Safe

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. The children will be taught to use all equipment with due regard to their own, and the safety of others.

Risk assessments of the outdoor environment are completed daily and condition of equipment is checked and recorded in EYFS Risk Assessment file.

School visits: risk assessments are carried out in compliance with the legal requirements.

Whole school policy for Risk Assessment is followed.

Health and well-being

“The distinctiveness and effectiveness of Mossley CE Primary School as a Church of England school are outstanding.

- A deeply embedded family Christian ethos which results in exemplary behaviour in the classroom and the playground.
- Excellent links with the local church and other local denominations so that pupils understand the diversity of Christianity in the locality.
- The school is a place of peaceful, purposeful learning living out the Christian values of community and love.

SIAMS Report July 2015

Our school uses KIVA and this resource provides the framework for the underpinning qualities and skills that help us manage life and learning effectively: self-awareness, managing feelings, motivation, empathy and social skills.

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

At Mossley CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012.

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We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose (risk assessment procedure followed)
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

(A Mobile Phone and IPAD/Tapestry for Early Years Settings is included in the Whole School E-Safety/Computing Policy)

Positive Relationships

At Mossley CE Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and provide good role-models through relationships with each other.

Parents as Partners

We believe that all parents/carers have an important role to play in the education of their child. We therefore recognise the role that parents/carers have played, and their future role, in educating their children.

We do this through:

- Talking to parents/carers about their child before their child starts in our school;
- Visits to all children in their pre-school setting prior to their starting school;
- Opportunities given to the children to spend time with their teacher before starting school.
- Inviting all parents/carers to an induction meeting during the term before their child starts school;
- Offering parents/carers regular opportunities to talk about their child's progress;
- Encouraging parents/carers to talk to the child's teacher if there are any concerns, at

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school or home, acknowledging confidentiality and the partnership of care;

- Formal termly consultation appointments and a written annual report at the end of the school year
- Having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- Encouraging parents/carers to stay if there are problems with the child's admission;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers
- Weekly bulletin informing parents/carers of learning opportunities across the seven areas of learning, news, suggestions for activities at home to support their child's learning.

Home / School Partnership

Home/School partnership is an important aspect of our school culture.

Home/School Partnership and Family Learning Initiatives are organised to promote a partnership with parents/carers and to provide them with a range of experiences to develop their own skills and understanding in order to enhance the learning opportunities of their own children.

Pre-admission sessions provide us with the opportunity to develop and extend positive relationships with parents/carers and children.

Home/school reading diaries form a good means of communicating progress in book-handling skills and reading and we encourage parents/carers to be involved in this area of development.

Parents are invited to come into school every Thursday morning in order to play alongside/become involved in learning activities that their child experiences in school day.

Parents also access their child's online learning journey using the Tapestry programme where they are able to comment on their child's learning and progress. In addition parents can add their own pictures/videos of what their child is doing at home and any achievements they have.

All parents and friends of the school are invited to join the PTA (Parents, Teachers, Association.) It exists to provide an important vehicle for dialogue between staff, parents and friends, to inform the local community of the developments taking place within the school and to raise awareness of local community developments. The PTA further supports the school by organising a range of fund-raising activities for on-going and future projects.

All staff involved with the EYFS aim to develop good relationships with all children and families, interacting positively with them and taking time to listen to them.

At our school the EYFS teacher acts as 'Key Person' to the children in their class, supported by the Teaching Assistant.

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Enabling Environments

At Mossley CE Primary CE (vc) Primary School we recognise that the learning environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Along with careful planning, observation, assessment and recording are important and integral features of our routine. Staff are required to reflect on progress observed as a regular aspect of their weekly meetings to ensure that provision is broad and balanced.

The planning within the EYFS is based around half termly themes which are responsive to children's interests as well as covering seasonal themes and celebrations. We also join with whole school themes where appropriate. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter the medium term plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and teaching assistant.

A baseline profile is undertaken in Reception during the first four weeks in September (see baseline assessment statement).

Systematic assessment enables staff to make informed judgements about children's progress, ensuring that the needs of all children are met in the most appropriate manner.

Assessment is undertaken through focused and incidental observation; through group or individual discussion; through reflection and scrutiny of children's work; by listening to children engaged in or describing tasks; through discussions and through participation or intervention in activities. Relevant details are recorded in order to ascertain strengths and weaknesses and to provide evidence from which to inform and develop plans for future learning experiences. Photographic or tangible evidence is annotated by EYFS staff to give an indication of progress made, intervention/support given/required, and the ability to work independently. On a weekly basis a small group of children are targeted and relevant comments made in terms of the seven areas of learning. Weekly reflection and evaluation of learning opportunities is shared by all members of the team in order to plan appropriate tasks that build on or reinforce previous

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Throughout the year more structured assessments of phonics and mathematical skills are undertaken with targets set to match individual needs (as appropriate)

It is envisaged that evidence gathered will be shared with parents on an informal (day to day as appropriate) and formal basis through an annual report where opportunity is provided for parents to meet with the class teacher in order to discuss the contents of the report.

Termly consultation evenings provide opportunities to share and celebrate successes and to identify areas for development whilst further encouraging parental support and involvement in the learning process. We aim to see every parent, if not on the evening then at a time that is mutually convenient, as parents are requested to sign the child's targets, again to support the home/school link.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice.

At Mossley CE Primary CE (vc) Primary School we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

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The Learning Environment

The EYFS environment is seen as a total learning resource and as such is organised to facilitate learning in the seven areas.

The EYFS classroom is organised to allow children to explore and learn securely and safely.

There are areas where the children can be active, be quiet and rest. The classroom is organised so that children are able to access and use equipment and resources independently.

The EYFS has its own enclosed outdoor area providing the opportunity for outdoor learning experiences.

We plan activities and have resources for the children to access outdoors that support all areas of learning.

The children have the opportunity to explore, use their senses and be physically active and exuberant.

Creating the right emotional environment is central to the ethos in our school. It is the role of the staff to create and support an emotional environment that will provide a safe and secure setting in which the children will develop a positive self-image and attitudes and be encouraged to learn.

This has to be totally inclusive and involves providing for the individual needs of all the children.

The Wider Context

It is important that in all we do, we seek to raise self-esteem and promote pride in oneself alongside developing positive attitudes and responses to others in the school environment and the wider community.

Working in partnership with parents, other agencies and the local community supports children's development and progress towards the outcomes of *Every Child Matters*: being healthy; staying safe; enjoying and achieving; making a positive contribution and economic well-being.

As a church school we value our link with Holy Trinity Church, Mossley.

Learning and Development

At Mossley CE Primary CE (vc) Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning

At Mossley our approach to teaching and learning is highlighted below:

- The partnership between teachers and parents that helps our children feel secure at school, and to develop a sense of well-being and achievement;
- The understanding that the EYFS team have of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first hand experiences, give clear explanations,

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make appropriate interventions, and extend and develop the children's play, talk or other means of communication;

- The carefully planned curriculum that helps children work towards achieving the Early Learning Goals by the end of the EYFS;
- The provision for child initiated activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning, with appropriate and accessible space, resources and facilities, both indoors and outdoors;
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- The regular identification of training needs for all adults working in the EYFS

We seek to provide a learning environment and a range of learning experiences that will maximise the ability of children to make sense of their world. Opportunities for learning are developed and organised through a variety of carefully planned activities. Play is recognised as a key way in which children learn. It provides an opportunity for children to come to terms with themselves, their culture and language, other people and the world, and make sense of real life situations. Play provides opportunities for exploration, investigation and problem solving and for children to practise their developing skills.

It also provides opportunities for them to represent their experiences and use what they have learned in different ways – through music, language, imaginative and creative activities. The role of the adult is crucial in supporting and extending children's play.

There are elements of whole class, group and individual activities supported by adult intervention and interaction and child initiated activities which enable children to make decisions and pursue their own exploratory and investigative thinking.

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgment to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for EYFS 2012)

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Areas of Learning

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are

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

The specific areas are

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

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

For all children experiences must be provided that stimulate, extend and enrich their learning.

Monitoring and review

The EYFS Policy document was developed through a process of dialogue and consultation between the Headteacher, members of the EYFS team, governors and parents and it will be reviewed and amended as appropriate on an annual basis.

The Head teacher, EYFS co-ordinator and subject coordinators will carry out monitoring in the EYFS as part of the whole school monitoring schedule.

Mrs A.J. Marlow EYFS Teacher/Mrs L Swift Assistant Head Key Stage 1
January 2017

Signed ----- Chair of Governors

Dated -----