Yew Tree Primary School

EARLY YEARS
FOUNDATION STAGE
POLICY

'Every child deserves the best possible start in life and support to fulfill their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their children safe and help them thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance.'

(The EYFS Statutory Framework)

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<th>Committee with oversight for this Policy</th>
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<td>Policy last reviewed by the Committee</td>
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<td>Policy ratified and adopted by Full Governing Body</td>
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YEW TREE PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Yew Tree is a one form entry primary school catering for children in the 2 – 11 age range.
The school has purpose built accommodation for children in the EYFS with access to well laid out grounds.

At Yew Tree Primary School we aim to provide all pupils, regardless of ability, race, disability or gender, equal access to the curriculum, as outlined in the Equal Opportunities Policy.

1. WHAT IS THE EARLY YEARS FOUNDATION STAGE?

The EYFS refers to the non-statutory stage of education of children 0-5 years of age, which at Yew Tree School means those full time children in the reception class, part time nursery class, wrap around provision and 2YR old provision.

All children begin school with a variety of experiences and learning, many will have been to private settings, many will have attended pre-schools and some will have had no pre-school education at all. It is the privilege of the Early Years Foundation Staff to take on the challenging task of building upon the varied learning and experiences of the children. Children are our collective future and the foundations for that are set in the first years of education.

2. PHILOSOPHY

At Yew Tree we believe in a holistic approach to learning which ensures parents and teachers work effectively together to support children’s learning. Parents are a child’s first educators and, therefore, the partnership which is developed between home and school needs to be effective and based on mutual trust and respect.

We believe that a good quality early years education contributes to the all-round growth and development of every child. Children develop emotionally, intellectually, morally, physically, spiritually and socially at different rates. All aspects of development are equally important, have equal status and are inter-related and inter-dependent.
3. **AIMS**

The Early Years Foundation Stage policy is underpinned by the need to provide continuity and progression within the whole school and as such also incorporates the school’s aims and objectives.

At Yew Tree we believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.

We therefore aim:

- To provide each child with a happy, safe, secure and stimulating environment where they will develop to their full potential.
- To develop the knowledge, skills and practical abilities applicable to their lives in a progressive and developing world.
- To enable each child to develop as a caring individual, and enter an ever changing world with self confidence, self respect and self-reliance.
- To form a partnership between parents and staff enabling them to work together for the benefit of the child.
- To develop self discipline and a positive attitude for their own actions in both academic and social situations.
- To develop lively, inquiring minds with the ability to question and argue rationally.
- To develop an understanding of the world and their place in it, and a respect for the religious and moral values of other races, religions and ways of life.
- To cooperate, work with, and be aware of the needs of the others.
- To have a respect for other people and their property.

4. **INDUCTION ARRANGEMENTS**

A child’s first experience of school has a lasting effect upon them and so we aim to make the transition from home to school and school to childcare provision as enjoyable as possible.

4a **Ladybirds 2 yr olds/Dragonflies Wrap around Provision:**

An induction period is offered for both Ladybirds and Dragonflies and children are welcome to attend stay and play sessions to build their confidence with their new setting. See information packs for details of times and fees.
NURSERY

During the summer term before the children are due to start nursery in September, stay and play sessions are offered to children and their parents/careers.

During September, approximately 2 weeks is used for school visits at the beginning of term. The children then start nursery in their family groups and by the end of the second week they are all attending daily sessions 9 - 12.00.

From September 2017 we offer 30 hour provision for our Acorn children. Session times are as follows:
First universal 15 hours available 9-12 pm daily Monday – Friday.
Second 15 hours available 12-3pm daily Monday – Friday, term time only.

RECEPTION

Nursery children and children new to the school attend story sessions during the summer term prior to their September start. This provides an opportunity to meet their teachers and their future peers, to play and to share stories.

Parents are encouraged not to stay for these sessions if at all possible. Existing nursery children are also able to stay for a school lunch with the reception children.

Upon entry to school in September the children visit for a coffee morning with their parents. They are then split into two groups of approximately 15 children to attend school on particular days over a 1 week period. This ensures that the children have the constant adult support whilst they are settling in. On the final day of the first week both groups attend school for a full day from 9.00am till 3.10pm. All reception children are full time the following week.

The children are also encouraged to complete the home/school booklets in their packs with the assistance of their parents. This information is used to assess the children and forms part of the baseline and profile records.
The starting point for the curriculum and consequent planning must start with the child. Information is collected about the child from parents and/or their previous educational or care establishment prior to the children starting school or nursery. Further insights can be collected during their induction visits and the baseline testing upon entry to the provision. It is important to remember that children develop at varying rates, therefore the curriculum must cater for this.

Our curriculum is taught through a thematic approach, following EYFS guidance. We aim to provide a springboard for learning through both structured and spontaneous play and acknowledge that young children learn from everything that happens to them and do not separate their learning into subjects.

Young children learn best when they are actively involved in first hand experiences. Experimental investigation is an essential basis for effective education at every stage, since it is an important way through which children learn about themselves and the world around them. Well-structured and purposeful play activities enhance and extend children's learning.

A child needs to feel happy and secure in order to develop their full potential and we aim to make their first years at school fun, inspiring and challenging, set within a happy, secure and stimulating environment. Each child is unique and is valued as an individual.

The curriculum is based on seven areas of learning:

**PRIME AREAS OF LEARNING**
- Personal, Social and Emotional
- Physical Development
- Communication & Language

**SPECIFIC AREAS OF LEARNING**
- Literacy
- Maths
- Understanding the world
- Expressive Arts & Design

The seven areas can be found in greater detail at:

- [www.education.gov.uk](http://www.education.gov.uk)
- [www.foundationyears.org.uk](http://www.foundationyears.org.uk)
6. **EYFS ASSESSMENT AND REPORTING**

The Early Years Foundation Stage (EYFS) requires that parents/carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: This should first be completed when the child is aged between 24-36 months.

At Yew Tree Childcare - Ladybirds, 2YR provision a qualified practitioner will undertake developmental checks on all children by the time they are 2 years 6 months.

The aims of the progress check are to:

- Share this information with parents/carers at an agreed time to ensure they have a clear picture of their child's development.
- Enable Yew Tree to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents/carers to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).
- If the progress check is for a child with an identified disability, medical need or special educational need and is being supported by other professionals, the setting will agree with parents/carers how the views and contributions of those professionals can be sought.
- The focus will be on what the child can do their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Similar detailed assessments and reporting take place throughout the child's time in Nursery and Reception.
Children are valued as unique individuals and diversity is respected: Provision is personalised – offering support tailored according to individual needs, taking into account children having English as an additional language, special educational needs or disability and the gifted and talented.

1.28 PG 10 Practice Guidance for the EYFS

We believe that all children are entitled to a learning environment in which they are encouraged to reach their full potential in a supportive atmosphere which fosters a growth towards independent learning appropriate to their age and stage of development.

We aim to identify children with special educational needs at the earliest possible stage and differentiate their activities accordingly.

If and when a child is identified as having special educational needs we follow the appropriate stages as outlined in the School's Special Educational Needs and Disability Policy. Support and advice for staff, children and parents is available from the child’s key worker, class teacher or the Special Educational Needs Coordinator (SENCO).

Beverley Khosla
Early Years Foundation Stage Leader

Spring 2019
The purpose of assessment is to identify individual development and to ensure that each child is fully supported at every stage.

Assessments will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person or class teacher.
- Arise from the ongoing observations, recordings and photographic evidence carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.
- Present a reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.