



CROSFIELDS SCHOOL

Early Years Foundation Stage Policy

Person responsible: HM
HoPP, HoEYFS

Review Date: September 2020

Next Review Due: September 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year and is a single framework for care, learning and development.

At Crosfields School we believe that all children should be given the opportunity to experience the best possible start to their education and through rich, stimulating and appropriate experiences, be encouraged to develop a solid foundation of key learning skills. In each child we aim to develop resilience, confidence and respect.

Our Aims

A Unique Child

- To provide activities which build on what the child already knows and can do, allowing each child to develop at their own pace
- To promote equal opportunities and to ensure that no child is excluded or disadvantaged

Positive Relationships

- To work in partnership with parents and to value their contribution as their child's first and most enduring educator
- To help the children develop self-control and to respect the feelings, needs, culture and the abilities of others
- To ensure that all children feel valued within the setting and that their self esteem and confidence in their ability to learn is developed

Enabling Environments

- To provide a welcoming, secure and stimulating environment in which each child feels valued as an individual
- To make regular assessments of the children's learning and to use this information to ensure that future planning reflects identified needs

Learning & Development

- To help children develop as motivated, independent learners, fostering curiosity, enthusiasm and confidence
- To provide a broad and balanced curriculum incorporating the three prime areas, four specific areas and characteristics of effective learning
- To use a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play, talk or other means of communication
- To provide a balance of adult-led and child-initiated activities allowing the children time to become engrossed in what they are doing.

Principles into Practice

Organisation

Children join our nursery class at the start of the academic year in which they turn four, or the Reception class at the start of the academic year in which they turn five. The children are organised into classes of no more than twenty, with the class teacher acting as 'key person', supported by a nursery nurse/teaching assistant. Staff within each department develop good relationships with all of the children and take equal responsibility for ensuring their well being. Transitions are carefully managed and the children benefit from being familiar with both staff and the environment.

Teaching and Learning

The seven areas of learning and development are equally important and often inter-connected, however, Initial emphasis is placed upon the three prime areas to ensure the children master key skills. Planning is based around broad themes with teachers ensuring that they plan and teach a balanced range of activities and experiences. These themes provide a starting point for weekly plans, however, teachers are free to adapt them to the needs of their class. Provision is made for the children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Progress is monitored carefully by the class teacher and high staff ratios allow us to provide support or extension for children as necessary. Opportunities for learning outdoors are included wherever possible and we have a Forest School program that runs fortnightly in Nursery and weekly in Reception. Children benefit from specialist teaching for Music, French, P.E. and swimming.

The Learning Environment

The learning environment, both indoors and out, is carefully planned and resources are well ordered, clearly visible and accessible to all children. We try to ensure that our resources reflect both the children's backgrounds and the wider community and that positive images promote tolerance and acceptance. Displays are used to promote and support learning and to celebrate the achievement and success. Wherever possible, both the process and the product feature in our displays. Policies are in place to ensure the environment is both safe and secure.

Parents as Partners

A close relationship with parents is fostered from the beginning and they are encouraged to take an active role in all phases of their child's education. Parents are invited to an induction meeting during the term before their child starts school and then an additional information evening at the beginning of the Autumn term. A comprehensive Parent's Handbook is distributed and additional curriculum

information is also available. Parents know that teachers are always available for discussion and that appointments can be made for longer discussions if necessary. Formal parents' evening ensure that teachers meet with all parents at least twice a year. Parents come into school to help with a variety of activities and to share their knowledge and expertise.

Assessment

Detailed and regular observation and assessment is used to inform all aspects of planning. Staff observe children during both child initiated and adult planned activities and identify the children's achievements and their individual needs and interests. Children are assessed at key points during the year using the Early Excellence Assessment Tracker. This allows us to identify patterns of attainment within the cohort, in order to adjust the teaching programs or provide targeted support as necessary. In the final term in Reception the EYFS profile is completed for each child. Reception parents receive a short, written report each term. In the summer term, parents also receive a copy of their child's EYFSP results. Nursery parents receive a written report at the end of the summer term.

Monitoring & Review

It is the responsibility of all staff involved in working within the Foundation Stage to follow the principles stated in this policy.

The Early Years Foundation Stage Co-ordinator will carry out monitoring of the EYFS and inform the Head of Pre-Prep of his or her findings. The Head of Pre-Prep will be responsible for informing the Senior Management Team of any issues regarding EYFS. The Governor responsible for EYFS is Mrs Carolyn Brown.