



*We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.*

*I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5*

## **GORING C.E. PRIMARY SCHOOL EARLY YEARS FOUNDATION STAGE POLICY**

Policy reviewed and agreed by the Early Years Governor on: 31 January 2022

Signed ..... Chair of Governing Body

Review Date ...January 2023

**Note: COVID 19 restrictions mean that some practical adjustments may need to be made during the academic year 2021-22. This policy reflects normal school operation.**

**To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.**

### **Principles of the Early Years Foundation Stage**

Our school is committed to meeting the requirements of the Early Years Foundation Stage (EYFS) for our Reception class according to the following overarching principles as defined in the Department for Education's 'Statutory Framework for the Early Years Foundation Stage' - published on 31 March 2021 and effective from 1 September 2021

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- 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.

## Learning and development

The 17 Early Learning Goals (ELG) are grouped as follows:

### Communication and Language

1 Listening, Attention & Understanding ELG      2 Speaking ELG

### Personal, Social and Emotional Development

3 Self-Regulation ELG      4 Managing Self ELG      5 Building Relationships ELG

### Physical Development

6 Gross Motor Skills ELG      7 Fine Motor Skills ELG

### Literacy

8 Comprehension ELG      9 Word Reading ELG      10 Writing ELG

### Mathematics

11 Number ELG      12 Numerical Patterns ELG

### Understanding the World

13 Past & Present ELG      14 People Culture & Communities ELG      15 The Natural World ELG

### Expressive Arts and Design

16 Creating with Materials ELG      17 Being Imaginative & Expressive ELG

As set out in Ofsted's School Inspection Handbook, a priority is ensuring that 'outcomes are **consistent across areas of learning**, particularly in the areas of English and Mathematics'.

At Goring C.E. Primary School our Foundation Stage staff consider the individual needs, interests, and stage of development of each child and, through **observation, planning and assessment**, use this information to provide a challenging and enjoyable experience for each child in all of the areas of learning and development. Assessment takes the form of recorded observations made by the Reception teacher and the teaching assistants, as well as other staff as appropriate (eg, the Forest School leader), and begins with the Baseline Assessment in September. Feedback from parents is crucial (eg, input into their child's 'Learning Journey', such as recording achievements made at home). Parents are given the opportunity to meet with the Foundation Stage teacher in the first and third terms (based on a six-term year), and at the end of the Foundation Stage (term 6), a detailed report summarising the child's achievement of the early learning goals is provided to parents:

The EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's characteristics of effective learning

Practitioners' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners should note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Accurate assessment takes into account a range of perspectives. This should include those of the child, parents and other adults who have significant interactions with the child.

(DfE Early Years Foundation Stage Profile: 2022 Handbook)

We consider detailed planning crucial to making learning effective, exciting, varied and progressive, and aim to provide a broad and balanced curriculum that enables each child to develop to their full potential personally, socially, emotionally, spiritually, physically, creatively and intellectually. The Foundation Stage team tailor weekly planning according to the learning needs, interests and development of the children, and this is always informed by observations. As such, planning does not follow a rigid structure, yet keeps the prime and specific areas of development set out in the EYFS at its core.

### **Learning through play**

The Reception class benefits from an extensive and varied range of resources, and the classroom is divided into distinct areas to reflect the EYFS characteristics of learning (Playing and Exploring, Active Learning and Creating and Thinking Critically). In addition, there is a discrete outside play area where learning in the classroom environment can be extended and developed. It is through this safe yet stimulating learning environment that children are encouraged to explore and investigate, and to become both independent and social learners through child-initiated and adult-led activities.

### **Induction, school-readiness and transition**

A happy and seamless settling-in process for children starting school is a priority for the Foundation Stage staff. Towards the end of the summer term prior to starting school the children are invited to attend two 'taster' sessions—one morning and one afternoon—during which they meet the staff and become familiar with the Reception environment. In addition, there is a 'new parents' evening' during which parents meet the headteacher and Foundation Stage staff and can spend time in the Reception classroom. Parents are also provided with practical information at this meeting, such as school routines and uniform requirements, and are offered the opportunity for a home visit in the summer term before their child starts school by the Foundation Stage teacher and a teaching assistant (see the Home Visits Policy).

Parents are given the option to send their children mornings only for the first two weeks of term should they so wish. See the school's Admissions Policy for details on deferring admission for summer-born children.

The transition from Reception to Key Stage 1 is made in a number of ways:

- The children are encouraged at an early stage to develop their independence (eg, dressing and undressing for PE) and learn the importance of following instructions, lining up quietly, etc).
- The Reception class attends whole-school events such as assemblies and church services within the first term. The children are introduced to the school's Christian ethos from the start and are encouraged to participate in collective worship.
- The EYFS profile completed at the end of the Foundation Stage is passed on to the Year 1 teacher. Information shared between the Reception and Year 1 teachers about each child's stage of development and learning needs assists with the planning of activities in Year 1

- Towards the end of the summer term the Reception class meet their Year 1 teacher and spend time in their new classroom.

## **Safeguarding and welfare**

Goring C.E. Primary School takes all necessary steps to ensure that its pupils are safe and well through a range of measures implemented by staff and the governing body, such as safeguarding children; ensuring the suitability of adults who have contact with them (eg, ensuring that DBS checks are carried out where appropriate); promoting good health (eg, the daily provision of milk and fruit) and mental wellbeing; managing behaviour; and maintaining records, policies and procedures. See the following policies for details about specific procedures and requirements:

- Communication Policy
- Health and Safety Policy
- Mental Health and Wellbeing Policy
- Personal, Social, Health and Economic Education Policy
- Safeguarding
- Volunteers Policy

Where personal or 'intimate' care is required (eg, helping with dressing or undressing, assisting a child in going to the toilet, or changing a child's underwear), our Reception staff approach this from the perspective of maintaining the child's right to dignity and privacy, and in promoting good practice in personal hygiene and developing the child's independence.

## **Key person**

The EYFS statutory framework requires that each child is assigned a key person whose role is to 'help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents'. The Reception teacher fulfils the key person role.

## **Staff/child ratios**

The Reception class is subject to infant class size legislation, which limits the number of pupils per teacher to 30. In addition, it is a statutory requirement for Early Years providers to have at least one member of staff for every 13 children, so a Reception class of 30 also has two full-time teaching assistants.

## **Inclusion and equal opportunities**

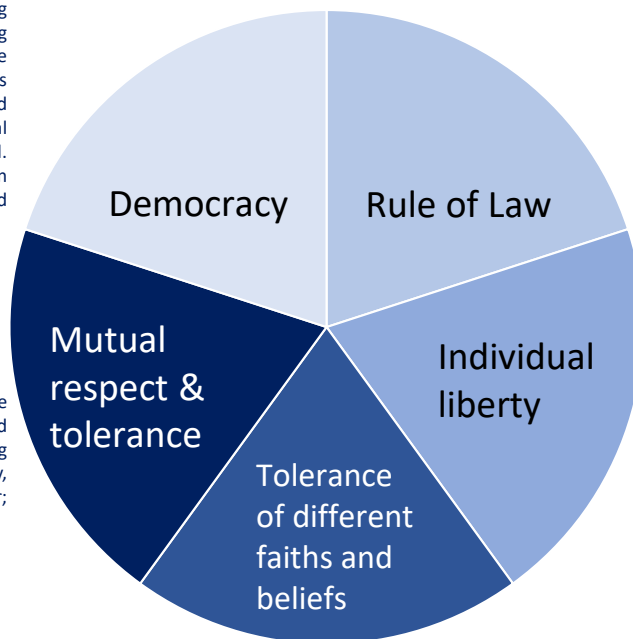
As with Key Stage 1 and 2 children, Foundation Stage children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. Please refer to the Special Educational Needs and Disabilities Policy for further details.

In line with the school's Equality and Accessibility Policy, we are committed to providing all children with equal access to all aspects of school life, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.

## **The Prevent Duty and the promotion of fundamental British values**

In order for schools to fulfil the Prevent duty (protecting the radicalisation of children), it is essential that staff are able to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified. A key element of this strategy is the promotion of British values. The chart below provides examples of how this strategy can be incorporated into the Foundation Stage. See also the 'Promoting British Values' document on the policies page of the school website.

Making decisions together (eg, giving opportunities to develop enquiring minds in an atmosphere where questions are valued). Other examples include taking turns, sharing and collaborating – skills that are essential if we are to get on in the adult world. Promoting democracy as a situation where everyone is treated equally and has equal rights.



Understanding that rules matter. For example, collaborating with children to create rules and codes of behaviour, learning to manage our feelings and behaviour, learning right from wrong, behaving within agreed and clearly defined boundaries and about dealing with consequences.

Treating others as you want to be treated. For example, sharing and respecting others' opinions. Learning how to be part of a community, manage our feelings and behaviour; and form relationships with others.

Freedom for all. For example, reflecting on people's differences and understanding we are free to have different opinions (like our favourite colour or nursery rhyme). Help children to develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Talking about how people worship and pray in different ways, and celebrating festivals and traditions from other religions.