



Early Years Foundation Stage Policy Portreath School

Audience:	School and academy staff, particularly Headteachers and early years practitioners Parents Local Governing Bodies
Reviewed: Consulted: Adopted:	November 2020
Other related policies / procedures	Safeguarding and Child Protection Health and Safety Admissions Teaching and Learning Supporting Children with Medical Needs Complaints
Owner	Director of Education
Policy / procedure model	Aligned: Policy to be adapted to school where indicated

The Early Years Foundation Stage (EYFS) begins when the child is born. At Portreath School children join us as Reception children in September in Maple Class. The Early Years Foundation stage continues, until the end of the Reception year. When the children start Year 1 they are then part of Key Stage One (even if they remain in Maple Class). We recognise it as a crucial stage in education, both in its own right and in preparing children for learning in the next stage of their education, Key Stage 1. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Early Years Foundation Stage.

This policy is based on requirements set out in 2017 Statutory Framework for the Early Years Foundation Stage (EYFS).

AIMS

- To foster positive attitudes to learning including confidence, curiosity, responsibility and independence
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- To provide children with a broad and balanced curriculum, which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment
- To develop children's knowledge, understanding and skills in all areas of learning and development through high quality teaching and first-hand experiences
- To provide opportunities for children to make choices and become independent in their learning, in a variety of safe and stimulating environments both indoors and outdoors

- To establish and maintain a close partnership between practitioners and parents/carers/families.

Admission

Crofty Multi Academy Trust set the admissions policy for the Crofty Schools. Cornwall Local Authority administer this process on our behalf for pupils from their reception year (from the September following a child's fourth birthday). The admission policy can be found on the school website.

Starting school

Transition to school from home (or other settings) is carefully planned to support the child and family by providing key information, getting to know each other and the new surroundings. This happens in the weeks building up to when a child is due to start. All children may visit with their parents leading up to their start date.

Parents may also be offered a home-visit, prior to their child starting.

Meetings for parents of Reception age children are held in June and form part of an extensive induction programme offered to all new pupils and families.

Staffing and organisation

All of the provision for EYFS children is led and managed by qualified teachers.

The ratio of staff to children and the qualifications held by staff follow all statutory guidance fully.

We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all our staff working in the Foundation Stage attend courses and training on a regular basis, as part of our school Professional Development Programme.

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We believe that our children learn best by being actively involved in activities, through first hand experiences, using their senses. We encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills.

We also provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

On entry to school we make initial assessments of what children already know, understand and can do. These are completed during normal class activities.

At Portreath School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

During the school year, we hold Parents' Consultations with an appointment system, as well as opportunities for informal discussions between home and school.

Meeting individual needs

We provide a safe and supportive learning environment at our school where the contribution of **all** children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs.

In addition, we select our resources, equipment and materials thoughtfully, to promote equality and diversity.

Partnership with parents

We firmly believe that "parents are children's first and most enduring educators". To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring and evaluation

This policy is monitored on an annual basis by Crofty MAT EYFS leaders and Director of Education.

Updated by Sarah Lagdon: 16/11/20

To be reviewed: end Summer term 2021

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy