



**Fetcham
Village
Infant
School**

Committee Responsible:
Teaching and Learning
Approved by Governors:
Spring 2024
Next Review Date:
Spring 2026

TL2. Early Years Foundation Stage Policy

Person Responsible:

Sharon Flashman/Sophie Birrell
Early Years Leads

Approved by Headteacher:

Simon Sharp

Approved by Chair of Governors

Cath Garel

In this policy:

- 1. Aims of our Provision**
- 2. Legislation**
- 3. Curriculum**
- 4. Planning**
- 5. Teaching and learning**
- 6. Assessment**
- 7. Working with parents and carers, including Induction**
- 8. Transition from Reception to Year One**
- 9. Inclusion and Special Educational Needs and Disabilities (SEND)**
- 10. Safeguarding and welfare**

Appendix 1 List of statutory policies and procedures for the EYFS

Aims of our Early Years Provision

At Fetcham Village Infant School, we believe that the experiences gained in the Early Years provide the essential foundation for all future learning. We recognise that the Early Years Foundation Stage is important in itself and is not merely a preparation for Key Stage One. We value the importance of the fundamental principles of early childhood education:

- care and education for children are complementary and inseparable;
- the starting point in children's education is what they know and can do already;
- the adults and children in a child's life are of central importance;
- the quality of all relationships is a major influence on a child's learning and development;
- play is the most powerful medium for learning in the Early Years.

Legislation

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) effective from September 2021.

Curriculum

Our Reception Classes follow the curriculum as outlined [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) effective from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 four specific areas:

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

The Statutory Framework for the EYFS also sets out three characteristics of effective teaching and learning: playing and exploring; active learning; creating and thinking critically.

Planning

Our curriculum is carefully sequenced and set out in the forms of a long-term overview, medium term plans (covering a half-term and week by week summary) and then a weekly plan that gives the details

of what we cover each day. However, our planning is flexible and is often adapted 'on the day' or 'in the moment' in order to follow children's interests and meet their needs.

We recognise that the 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.

Staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account 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. Staff also provide timely interventions to support some children as needed on their individual learning journeys.

Teaching and learning

Our approach to teaching and learning is informed by the four 'Overarching Principles' of the EYFS Statutory Framework:

- Every child is a unique child;
- Children learn to be strong and independent through enabling environments with teaching and support from adults;
- Children learn to be strong and independent through positive relationships;
- the importance of learning and development; children develop and learn at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others within a creative and supportive environment. We use praise and

encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

Learning and Development

We aim to provide all children with a happy, safe, stimulating, exciting, hands-on learning environment where they are able to develop their independence, confidence, skills, knowledge and understanding, through first hand, multi-sensory experiences. We aim to establish a system in which children are integrated into school happily and to provide a curriculum appropriate to the particular needs of the Early Years.

Positive Relationships

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We recognise the fundamental importance of early communication and language. It influences children's developing thinking and understanding and their ability to access the curriculum. It is also linked closely to children's emotional well being and early literacy skills. We seek to develop children's communication and language skills throughout their Reception Year. This includes through our high quality, daily interactions with children, sharing a rich selection of stories and books and providing a stimulating and secure learning environment that inspires children's talk.

Enabling Environments

We provide resources for open ended activities, led by the children's interest and ideas. These encourage the characteristics of effective learning such as negotiating and taking risks/problem solving. The Early Years' classrooms are 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 classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently.

We highly value our dedicated outdoor area for the Reception children and we employ an additional member of staff to facilitate this outdoor learning environment. The children are allowed to free flow between the indoor and outdoor areas whatever the weather. This has a positive effect on the children's development. Being outdoors offers opportunities for learning in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoor learning to enable development in all 7 areas of learning.

We make use of our wider school environment in Woodland Learning sessions. We plan one session a week for the children to immerse themselves in the world around them. It is an opportunity for the children to take risks and to solve problems together. Over the year, these sessions will feature all areas of the EYFS curriculum, although they are especially relevant to Communication and Language and Understanding the World. We plan one adult-led activity and then provide time for child-initiated learning using the Woodland Trolley tools, such as magnifying glasses, string and trowels.

The importance of play

As stated in the EYFS Statutory Framework: 'Play is essential for children's development'. We provide daily opportunities for children to learn by leading their own play and by taking part in play which is facilitated and supported by adults. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They develop their language skills through back-and-forth conversations with others.

Assessment

Formative Assessment

At Fetcham Village Infant School, ongoing assessment is an integral part of our learning and development processes. Staff observe pupils to identify their level of achievement, interests and next steps. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers. We use a variety of forms of assessment evidence, which interweave to enable our teachers to make judgements about what each child knows and can do, taking a holistic view of each child. The main forms of evidence we use are listed below.

- Class list observations - recording on a class list how different children have responded to a learning task. This may include recording a child's spoken words or actions.
- 'In the moment' observations of children's learning and interactions, written on sticky notes.
- Learning Journey books, which contain key examples of the children's writing, drawing, Mathematics tasks (usually in annotated photos) and artwork - related to all areas of the EYFS curriculum are recorded. We select and plan these examples to meet the needs of each cohort.
- Tapestry is an online learning journal, which can be accessed by each child's parents, giving them an insight into their child's learning and experiences in school. It features significant learning experiences for the whole class or year group (such as visitors or trips) as well as important moments for an individual child. Parents can comment on the entries made by school staff and also upload their own observations from significant experiences at home. Staff and parents can upload photos and videos and write commentary.

Non- statutory Summative Assessments

During the first 6 weeks that the children are in school we carry out a range of assessment activities in order to make our own Internal baseline assessment judgements. This is in addition to the Statutory Reception Baseline Assessment. Our assessments take the form of 'in the moment' observations to understand the child's current stage of

development in each of the three prime areas, and practical activities to analyse their early mathematics and literacy knowledge and skills. To inform our baseline judgements, we use the ELG descriptors in the Statutory Framework and the guidance in *Development Matters* (2021). Based on our knowledge of the child and current expectations, we consider: how likely do we think it is that they will be 'Expected' in the ELG by the end of June? In the first half-term, when we have only observed the children for six weeks, a higher proportion of children will be 'high working towards' because we don't yet have enough evidence from them of what they can do to indicate they will achieve 'expected' in the Summer term. As we go through the year, more and more children will move into 'low expected' and 'high expected'. We take a cautious approach at this stage because we find that children's attitude to learning and aptitude for learning can shift considerably (improving or declining) in Autumn 2 and Spring 1 as they settle into school and the learning challenge changes.

From Autumn 2, children's learning and development are tracked half termly on our school tracking system 'Insight'. We track children's progress against all 17 ELGs once a term (at the end of each term). For the other half-termly assessments, we only track the ELGs in the Prime areas, Literacy and Mathematics.

Statutory Summative Assessments

The Reception Baseline Assessment (RBA) became statutory in schools in September 2021. Staff are required to administer it within the first 6 weeks that a child starts reception. It is an activity based assessment of pupils' starting points in: language, communication and literacy; and mathematics.

At the end of the Reception Year, staff fulfil the statutory requirement to complete the EYFS Profile for each child by the end of June. Teachers make professional judgments of each child's progress in meeting the 17 Early Learning Goals (ELGs). Pupils are assessed for each ELG indicating whether they are:

- Meeting expected levels of development.
- Not yet reaching expected levels ('emerging')

This is based on our teachers' deep knowledge and understanding of the individual child, informed by the various forms of assessment data gathered over the year. The Profile Judgements are moderated internally (referring to the Development Matters [guidance](#)) and with local schools to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents/carers in their child's end of year report sent home in July. This report also includes a short commentary on each child's highlights and achievements over the year.

Working with Parents and Carers, including Induction

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers. We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We identify the role that parents/carers have played, and their future role, in educating the children. We support and communicate with parents in the following ways.

Our Induction process

- Providing a Welcome Pack with a range of information on supporting children to start school, along with the necessary forms to return.
- Inviting all parents to complete an 'All About Me' form to tell the teachers about their child and raise any concerns they may have about starting school.
- Inviting all parents/carers to an Induction Meeting during the summer term before their child starts school. The presentation given at this meeting helps them to understand how their child will learn in Reception and what a typical school day is like.
- Inviting children to spend time in their new Reception classrooms with their new teacher and Teaching Assistants in the Summer term before starting school.
- Home visits at the start of term for each child. In these visits, parents/carers can share information about their child before

their child starts in our school and can ask their child's Reception class teacher and Teaching Assistant any questions they may have.

- A Reception Welcome Meeting in mid-September to inform parents about ways they can support their child's learning, including early reading.

Our ongoing support and communication

- Encouraging parents/carers to talk to the child's teacher 'on the door' when they drop/collect their child, or to book a meeting or phone call after school, if there are any concerns that arise during the term.
- A formal meeting for parents in each of the Autumn and Spring terms at which the teacher and the parent/carer(s) discuss each child's progress.
- Arranging various activities throughout the year that encourage collaboration between children, school staff, and parents (such as Open School mornings and special events such as Christmas performances and Sports Day).
- Providing opportunities for parents to write comments and/or upload photos and videos on Tapestry that relate to their child's achievements.
- A Weekly Reception Newsletter, which gives highlights of the previous week's learning, information about our current week's learning, guidance on homework and any key messages for parents.
- Our Squirrels/Rabbits class pages on the website feature further information as needed, along with summaries of each half-term's highlights and our Curriculum Overviews.
- A written report sent out in July that summarises each child's attainment and progress in their Reception Year.

All staff involved with the Early Years aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the Reception Class teacher acts as 'Key Person' to the children in their class, supported by the Teaching Assistants.

Transition from Reception to Year One

At the beginning of each Summer term, the Reception and Year One Teams meet to discuss how best to support that particular cohort. This involves looking at how to adapt *what* the children learn and *how* they learn in the Summer term of Reception and the Autumn term of Year 1. This includes, for example, looking at the place for continuous provision activities and the steps towards longer periods of whole class teaching.

As part of the transition process, during the Summer term, Reception children are given several opportunities to meet their new teacher and Teaching Assistant and to spend time in their new Year 1 classroom. This includes the following activities.

- Year 1 teacher doing a Storytime session with the whole class in their Reception classroom.
- An Afternoon for Year 1 teachers to observe and interact with the children in their current Reception class environment, during their free flow independent learning time.
- Year 1 teacher doing a Storytime session with the whole class in their new Year 1 classroom.
- A whole morning ('Move Up Morning') for the Reception children to spend time in their Year 1 classroom with their Year 1 class teacher and Teaching Assistant.

The Reception class teacher(s) also holds a 1:1 hand-over meeting with the Year 1 teacher(s) in July. This involves discussing each individual child, as well as explaining and providing key assessment data about the class (for example current literacy and Maths groupings).

Inclusion and Special Educational Needs and Disabilities (SEND)

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly. All children and their families are valued within our school. We strive to give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Early Years, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet

the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

They express fears or re-live anxious experiences in controlled and safe situations.

Safeguarding and Welfare

It is of the utmost importance to us that all children in the school are safe, healthy and secure. We aim to educate children on our school values. Through appropriate stories, pictures and activities children learn to have kind hands, kind feet and kind words. 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. We aim to protect the physical and psychological well-being of all children. (See school Safeguarding Children policies).

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We aim to meet all the following requirements:

- promote the welfare 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
- 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 comply with infant class size legislation and have at least 1 teacher per 30 pupils. We have at least 1 person with a current Paediatric First Aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years, for example by talking to children about: the effects of eating too many sweet things and the importance of brushing your teeth. We also take opportunities to have visits from the School Nurse and other healthcare professionals (for example as part of our 'People Who Help Us' topic in Autumn 2).

Monitoring arrangements

This policy will be reviewed every two years by:

Sharon Flashman/Sophie Birrell - Early Year Leads.

At every review, the policy will be shared with the governing body.

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

These can be found on our school website
<https://www.fetcham.surrey.sch.uk/>