



SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS FEDERATION

Early Years Foundation Stage Policy

April 2015

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

**“Statutory Framework for the Early Years Foundation Stage”,
Department for Education, 2012**

At Seagry and Somerfords’ Walter Powell federated Primary schools, we are committed to providing a high quality Early Years education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. Although both schools have their own individualities, both are fully committed to the purpose and aims of the Early Years Foundation Stage Framework. We recognise the importance of being a Faith School and therefore embed the teachings from the bible into our policies, values and everyday practice.

Staffing and Organisation

Reception children have the use of a large classroom and dedicated outdoor area. In the classroom there is one teacher, supported by one teaching assistant. Other teaching assistants may be deployed based on the needs of the children.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Many sessions include free-flow access to the outdoor area. Practitioners are aware of the need to be aware of their pupils’ learning characteristics and are able to be flexible in order to respond to unplanned events that the children are interested in.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment, both inside and outside, which will encourage children to explore, investigate and learn through first-hand experience. Quality learning opportunities are provided for the children as the learning flows freely between the indoors and outdoors. Resources are clearly labelled and easily accessible, enabling the children to use them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning environment and make adaptations as necessary.

Planning

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

**Communication and Language
Physical Development
Personal, Social and Emotional Development**

In addition, there are four core areas of learning:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Our planning is focused on the children's interests, needs and their stages of development. We aim to deliver the curriculum through planned, purposeful play - providing the children with a wealth of new experiences and opportunities, building upon what they already know.

Long Term Planning

Our long term planning demonstrates how our continuous provision meets the EYFS requirements. It ensures the learning objectives are covered and highlights any key events to be included.

Medium Term Planning

In both schools we deliver a creative curriculum, which is topic based. As classes are of mixed age groups, topics are linked to the Key Stage One curriculum; however, activities and learning experiences can be adapted to reflect the children's interests.

Medium term planning shows the key learning experiences for each area of the curriculum. Again, practitioners use this flexibly to develop personalised learning experiences.

Short Term Planning

Our short term planning identifies specific learning objectives taken from the EYFS curriculum and the Development Matters document, published by the British Association of Early Childhood Education. It includes differentiated adult led experiences as well as opportunities for independent learning inside and outside. It allows for flexibility and spontaneity in response to both the children's needs and interests and ongoing teacher assessment.

Effective Teaching and Learning

At Seagry and Somerfords' Walter Powell Primary schools, developmental play underpins all areas of learning. Through a range of both child initiated and adult led activities, the children are supported to think creatively and imaginatively and are actively encouraged to be independent, confident learners. They are inspired to strive and reach their full potential.

Most activities are practical in nature and based on first-hand experiences, wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and are given opportunities to share their thinking with others.

At all times, we support children to become well-rounded, considerate, thoughtful, happy individuals.

Observation and Assessment

At both schools, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations. Notes about guided activities are also recorded.

Each child has a Learning Journey and all observations are gathered here along with examples of work, photographs and any parental contributions. We have also begun to use an online version of the Learning Journeys, which is a digital version where photographs and observations can be added. Parents are invited to log into their child's Learning Journey and are encouraged to add learning experiences from home.

During the first term, the teachers use the knowledge gained about each child through observations and assessment to make baseline judgements in all areas of learning. These 'best fit' judgements are based on descriptors set out in the 'Development Matters' document and EYFS curriculum. These assessments are updated in February. This information is closely monitored to ensure that all children are making good progress through Pupil Progress Meetings with the Headteacher and Assistant Headteacher.

In the Summer term, teachers consider the 17 Early Learning Goals in the EYFS Profile to decide whether each child is working at the **expected** levels, **exceeding** the levels or are **emerging** towards the levels. Judgements against the ELGs are based on ongoing observations, all relevant records and relevant information from parents and carers. The results of the Profile are shared with parents and carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. A transition meeting is usually held to ensure that the Year 1 teacher is fully aware of the individual child's learning styles and abilities. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the Local Authority who monitor and moderate the judgements made.

Transition from Preschool to Reception

We work closely with our Preschools and Nurseries to ensure that the children make a smooth transition to school. We have contact with them throughout the year and invite them to visit us on a regular basis. In the summer term, we organise opportunities for the new starter children to visit. School staff make visits to talk to pre-school staff and play and observe the children who will be joining the Reception class. If appropriate, staff will visit the children in their own home. This can help children with additional needs or particularly anxious children familiarise themselves with the staff in their own surroundings.

We hold a transition meeting for new parents in the Summer term, where we outline daily routines and expectations.

Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms, we hold Parents' Consultations and in the Summer term we send home detailed reports. We value contributions from home and 'Wow notes' are available for parents and carers to complete. The children take reading books, sound fans and word books home to share. We have an open door policy and welcome parents into the classroom before and after school to share concerns or successes.

Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

Policy review

The review cycle for this policy is every three years.

This policy was agreed by the governing body, Headteacher and staff at Seagry and Somerfords Walter Powell Primary Schools' Federation on 27th April 2015 and is due for review by March 2018.

Signed: Chair of Governors