



## **Grange Lane Foundation Stage**

### **Early Years Foundation Stage (EYFS) Policy**

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## **Early Years Foundation Stage**

*‘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’**

Early childhood is the foundation on which children build the rest of their lives. At Grange Lane we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as a preparation for life and not simply preparation for the next stage of education. The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. All Children begin Grange Lane Foundation Stage with a variety of experiences and learning. It is the privilege of the practitioners working in Little Grangers, FS1 and FS2 to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents and carers, support staff and teachers work effectively together to support children’s learning and development.

## **Aims**

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self –confidence
- Work in partnership with parents/carers and value their contributions
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

### **Learning and Development**

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the ‘Statutory Framework for the Early Years Foundation Stage’ document.

The 7 areas of learning and development are broken down into Prime and Specific areas. These are as follows;

#### **Prime Areas**

- Personal, Social and Emotional Development (PSED)
- Communication and Language (C&L)
- Physical Development (PD)

#### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

At Grange Lane we believe these 7 areas to be equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child initiated activities.

### **Planning**

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what the children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests development and learning. All practitioners who work in the Foundation Stage at Grange Lane are involved in this process. There are three stages of the planning curriculum:

- **Long Term Planning**

To compliment the continuous provision in the environment, we have created a rolling plan of key features and themes, which gives structure and coherence to the curriculum while enabling us to put the children's needs and interests at the heart of everything we do. The curriculum is led by books, with activities planned to promote the love of reading. These themes run throughout the year covering the 7 areas of learning. Each year group ensures their long term plans are based on children's prior knowledge and extend children's learning. Plans are reviewed and amended throughout the year according to the needs of the children.

- **Medium Term Planning**

Medium term planning is an ongoing process, which records spontaneous and child initiated learning in the environment. It is taken from practitioners observations of the children and enables us to plan children's 'next steps' to move their understanding and learning forward. Characteristics of effective learning are also recorded for each individual child so that planning can complement their particular learning styles and needs.

- **Short Term Planning**

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day- to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by ongoing observational assessment. Our short term planning compliments the medium term planning showing a clear link between adult led and child initiated learning which stems from observational assessment. Short term plans build upon prior knowledge and skills.

### **Staffing and Organisation**

Grange lane Foundation Stage consists of Little Grangers (2 year old provision), FS1 (nursery) and FS2 (reception). Little Grangers has a maximum of 12 children in each session, Nursery has a maximum number of 39 each session and FS2 has a maximum intake of 30 children in each class. In Little Grangers we offer funded and non-funded places, funded children are entitled to 15 hours nursery education per week. In FS1 we offer 30 hours funded childcare each week and all children are entitled to 15 hours of nursery education per week. Please see the information on our school website and contact the school office for more information on this.

In FS1 and FS2 the children have daily opportunities for structured and free flow play both indoors and outdoors. This time is supported by an adult, who acts as a facilitator to the child's learning. All members of the Foundation Stage Team are involved in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, Delta and local cluster group training. The EYFS is working closely in partnership with the PVI practitioners.

### **Assessment, Recording and Monitoring**

At Grange Lane we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

### **Formative Assessment**

This type of assessment informs everyday planning and is based on on-going day-to-day observational assessment of each child's achievements, interests and learning styles. Practitioners will look at what the children can do and what the children's next steps are in the learning. Formative assessment may take the

form of day-to-day observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents to create a holistic view of the child. We take into consideration Characteristics of effective learning for each individual child. We use the Oracy and Launchpad for Literacy approach to ensure children 'keep up not catch up.'

### **Summative Assessment**

The EYFS overviews and data tracking systems summarise all the formative assessment undertaken and makes statements about the child's achievements against 17 strands of the 7 areas of learning. It summarises children's progress towards the early learning goals. It is completed at the end of each term by the Foundation Stage team and the EYFS co-ordinator undertakes in - house moderation with the team on a monthly basis. The EYFS co-ordinator monitors teaching and learning across the Foundation Stage each year and analyses EYFS data in conjunction with the Principal, Vice Principal and AAB link.

### **Learning Through Play**

We aim to create an attractive, welcoming and stimulating learning environment, which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and the outside; children have the freedom to move between the indoor and the outdoor space throughout the day. The learning environment is divided into a variety of different areas; role play, book area, writing area, maths area, listening centre, computers, creative, malleable, sand, water, outside, construction, small world and snack. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Group inputs have been carefully timed to allow a longer period of free flow in between.

### **Transition into Little Grangers and FS1**

Parents are invited to meetings for teachers and staff to share information about what happens in the setting, the curriculum and expectations in the setting. During this time information about the setting is shared and a Grange Lane starter pack is completed. These 'play and stay' sessions (early intervention programme) allows the child and their parent/carer to become familiar with the setting before their starting date. Children attend a planned programme of sessions prior to their F1 start date which allows time for discussions with parents/carers, partnership settings and multi agencies if needed.

### **Transition between FS1 and FS2**

At Grange Lane, we have a seamless transition into FS2 as the FS1 children have access to the same provision all year, ensuring they are calm and confident in both spaces and with all teaching staff between the two years. Provision is set up in a way that supports and challenges the developing needs of both FS1 and FS2 to ensure this can be a calm yet effective learning space for both. At Grange Lane, the Foundation Stage team meet regularly to discuss assessment and induction issues.

### **Reception to Year 1 Transition**

The EYFS Co-ordinator and KS1 leader are working in partnership to make the transition into year 1 as smooth as possible.

- Discussions regarding children's attainment levels help group the children appropriately in KS1.
- Children's overview sheets and phonics tracking sheets are passed onto YR1 teachers.

- An EYFS end of year class summary is passed on to Year 1 teachers.
- Reception children visit their YR1 class and teacher during the end of the Summer term. Moreover, the Y1 teachers visit the children in F2.
- End of year reports for each individual child are passed on to year 1 teachers. This includes information regarding characteristics of effective learning for each child.
- Long-term plans are reviewed and discussed with the Y1 teachers.

### Home/School links

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in the early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the Foundation Stage curriculum to parents/carers during parent's evenings and 'stay and plays', to enable them to understand the value of supporting their child's learning at home.
- Encouraging parents/carers to complete all aspects of the starter packs.
- Operating an 'open door' policy, whereby parents/carers can come and discuss concerns and developments in an informal manner.
- Sharing children's progress through annotated photographs and the Tapestry observation parent share system and encouraging parents/carers to become involved in their child's learning by adding to their portfolios.
- Encouraging parents/carers to share their child's 'wow' moments.
- Inviting parents/carers to help in the Foundation Stage and to accompany children on school visits.
- Inviting parents/carers to stay during registration time for early reading and fine motor skill activities.
- Encouraging parents/carers to listen to their child read each night, to make use of the word books and to comment on reading progress in a 'read and response' booklet.
- Discussing individual targets with parents/carers at Parents' evenings (informed by the EYFS overviews)
- Providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and the EYFS assessment overviews.
- Holding child/parent 'play and stay' sessions to enable parents/carers to play alongside their child in the Foundation Stage environment.
- EYFS newsletters.
- Parent/Carer questionnaires.
- Reading workshop, sharing advice on story telling at home.
- Read Write Inc parents workshops, informing parent's how we teach phonics at school and allowing parents to observe phonics being taught in school.
- Maths workshops for parents, informing parents how we teach maths and allowing them to work with their child during a maths lesson in FS2.
- We inform parents about the end of year expectations in each year group.
- We actively use Tapestry to record and share with parent's observations and children's achievements. Parents are encouraged to contribute to Tapestry so that practitioners and parents can build a full picture of a child's development.

- Regular information is shared on Tapestry with parents about what the children are learning, including photos of the provision.

### **Equal Opportunities**

At Grange Lane we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

### **Inclusion**

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. SEND support plans identify targets in specific areas of learning for those children who require additional support in line with the schools Special Educational Needs Policy. The teacher would discuss these targets with the child and his/her parents/carers. Progress is monitored and reviewed every term. The schools SEND co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information, see the whole school Special Educational Needs Policy.

### **Safeguarding**

Please refer to the Child Protection Policy

### **Health and Safety**

Please refer to the Health and Safety Policy and risk assessments. Additional reference should also be made to the EYFS risk assessments.