

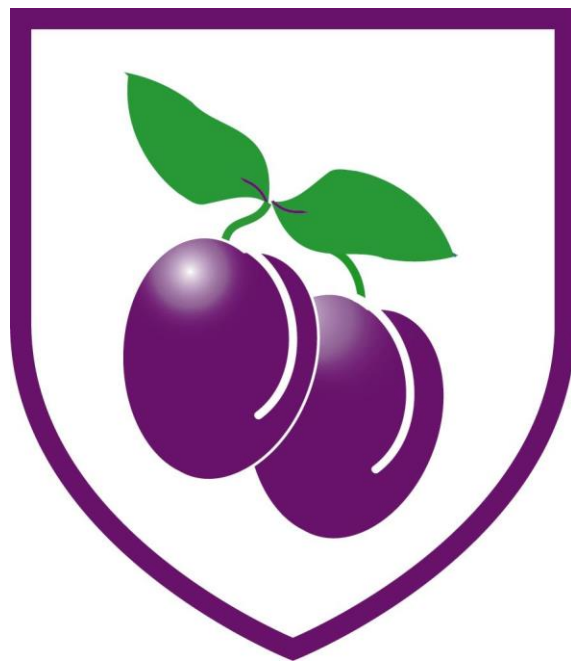
Plumcroft Primary School

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Universal high expectations

Knowing every child

In pursuit of excellence



The Early Years Foundation Stage Policy

July 2020

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Within our Early Years Foundation Stage we are fully committed to delivering high quality early education to our children. We fully implement The [Early Years Foundation Stage \(EYFS\) Framework](#) which supports an integrated approach to early learning and care. We provide early education for children aged 3 to 5.

Our aims are to provide a high quality and consistent learning environment ensuring that EVERY child makes good or better progress. This happens in a variety of ways with the EYFS Foundation Stage four main principles at the for front

1. A Unique Child

- Every child is valued
- careful and individualised planning around the needs and interests of every child
- In-depth assessments which are reviewed regularly and used to inform planning.

2. Positive Relationships

- High quality interactions between **Practitioners** and children
- Building good relationships between **Practitioners**, children, parents/Carers and other outside agencies.

3. Enabling Environments

- Providing a happy, warm, nurturing and happy environment
- Providing stimulating and challenging without inhibiting learning experiences

4. Learning and Development

- Ensuring that we provide opportunities for children to develop in all prime and specific areas
- That resources/activities are of high quality and adapted to meet individual needs
- High expectations of children- developing confidence and independence
- High expectations of staff providing continual professional development

Play and active learning underpins our practice as this is the key way in which young children learn. We encourage our children to be independent critical thinkers who are confident and motivated to learn. We fully believe in and embed the 'Characteristics of effective learning' ensuring that we provide a wealth of activities and experiences to make sure our children are engaged, motivated and given the opportunities to create and think critically.

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We believe learning is holistic and cannot be compartmentalized. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

In addition to providing stimulating learning environments both indoors and out, we also provide additional learning experiences such as trips to the farm and library, Forest school, visitors such as theatre companies and bring real life resources into school such as ducklings and much, much, more.

Our procedures

Role of the Early Years Team Leader	<ul style="list-style-type: none">• The Early Years Team Leader will:<ul style="list-style-type: none">▪ Lead the development of the Early Years Foundation Stage; providing an in-depth action plan of goals to work towards.▪ Provide guidance and support to all staff;▪ Keep up to date with new developments and resources;▪ Review and monitor by on-going discussion, meetings, moderation with staff;▪ Liaise with parents, ensuring good communication through meetings, topic letters and invitations to events.▪ Work with the local authority, ensuring attendance to courses and moderation by staff. Keeping all staff up to date with changes and developments.▪ Annually report to the GB on the success and development of the Foundation Phase.
Role of Teaching and Support Staff	<ul style="list-style-type: none">• The teaching and support staff work:<ul style="list-style-type: none">• together as a team in conjunction with the Early Years Team Leader;• To promote confident and independent learners;• To create a high quality learning environment that reflects learning across all areas of the curriculum.• To observe and keep records of all children• To lead adult focus groups including phonics sets.• To liaise with parents.
Organisation	<ul style="list-style-type: none">• The Early Years Team Leader is responsible for the management of the Early Years Foundation Stage team and the Early Years Foundation Stage Area.• The area covers five reception indoor classrooms and three outdoor classrooms across 2 different sites. The Nursery area consists of 2

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indoor classrooms and one outdoor classroom. There is a tube train too that provides an additional learning space. These areas are staffed by teachers, nursery nurses and additional support staff.

- Risk assessments are on-going- to ensure these spaces are safe for the children to use
- The EY Team Leader makes sure risk assessments are completed before a trip

Planning

Nursery

- flexible topics are planned termly and half termly
- Planning happens on a weekly and daily basis, taking into account children's interests, abilities and next steps
- Plans are made for adult focus activities, whole class sessions i.e. story time, phonics and inside and outside provision. These plans are annotated to show change, next steps and evaluations.
- Daily planning for indoor activities, reflect children's interests and build upon children's skills and knowledge.
- Daily planning outside is planned for half termly in zones. In addition children's interests are followed and activities provided in accordance with children's interests.
- All **Practitioners** collaborate over planning, sharing ideas for activities, resources and special events

Reception

- Medium term plans are planned on a half termly basis, ensuring coverage of all areas of development
- Adult focus intentions are planned for weekly; teachers gather evidence towards these intentions through careful planning of the environment and through differentiated questioning and resources thus ensuring continuity of learning and coverage of all areas of development. These plans are annotated to show change.
- Indoor provision plan completed daily- reflecting children's interests, changes and continuous provision
- Outside planning is completed on a half termly basis. Learning Zones are planned for, with adults being responsible for making sure the zones are well resourced and extended
- Phonics plans are completed weekly- following the 'Read, Write, Inc' phonics scheme. In the second half of the autumn term, phonics setting begins and groups are planned according to the group's abilities.
- One to one/group reading plans are planned for weekly.

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Assessment	<ul style="list-style-type: none">• Within each learning area, Early Learning Goals establish expectations for children to work towards during the Early Years Foundation Stage.• Using target tracker, Children throughout their time in the Early Years Foundation stage are observed, photographs taken, video footage recorded, work samples collected and saved in individual profiles. Children in Reception also have a 'My First Book'.• All of these observations, Practitioners knowledge and parental contributions are used to assess individual children against the development matters statements on a half termly basis. Judgements are made on target tracker. These data collection points are in October, December, February, April and June.• The Early Years Foundation stage leader reviews this data at these points in the year to identify trends, patterns, children who are not making progress as they should from their starting points. The team leader then meets with individual teachers to discuss these points. If appropriate, interventions are put in place and next steps are planned.• The Early Years leader provides data analysis at the end of every term.• Moderation meetings happen termly to ensure consistency and quality of assessments.• In reception, all reception teachers meet to moderate the 'Early years Foundation Stage Profile Judgements' in May and then before the data is submitted in June with the EARLY Years team leader (who is also a moderator for Greenwich borough). Reception teachers also moderate children with exceeding judgements alongside the year 1 teachers.
Curriculum	<ul style="list-style-type: none">• We fully implement the Early Years Foundation Stage Framework• Forest school, trips and visitors are an integrated part of our curriculum• We use Read Write Inc to support our planning and teaching of phonics

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Reading: Reading is embedded in every part of the Nursery and Reception day.

In Nursery and Reception

- Every activity planned and set up both inside and out (where appropriate) is supported by books or other reading literature such as posters, key words and labels
- Every room has a bright and attractive book area with a varied selection of books and activities to encourage children to read and enjoy books
- Shared reading happens daily in different ways individually, group and whole class
- Children listen to stories everyday
- Incidental reading happens daily through supporting free flow activities

Reception only

- Phonics ability setting begins in the second half of the autumn term.
- Phonics interventions are also carried out to support children who need extra support in this area
- Phonics activities are also set up daily, giving children the opportunity to apply their phonics skills.
- Adult led reading (formally known as Guided reading) happens daily in a variety of ways depending on the child's needs and next steps. This can be one to one, in pairs, small groups and can focus on different reading skills.
- Children are expected to bring their book bag to school every day and change their own books at the end of the day with their parents.
- Teachers assign two books from bug club to each child weekly
- Parents keep a log of what their child reads at home in their reading diaries and teachers read and comment in the diaries weekly.

For any additional information on the teaching of reading, please see the reading policy

Role of Parents

- We ask all parents to:
 - work in partnership with the school;
 - to assist on outside of school trips and attend performances given by their children in school
 - attend the induction welcome meetings and events which are given to Nursery and Reception parents;
 - attend informal parent workshops;
 - attend termly parent-teacher consultation meetings;

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	<ul style="list-style-type: none">▪ Work with their children at home on relevant learning activities and ways forward initiated by the school.▪ To read with their children daily accessing 'Bug club' online▪ Complete 'wow cards' to share their child's achievements at home
Inclusion	<p>The aim is to ensure that ALL pupils make good or better progress in ALL areas of development.</p> <p>All teachers aim to:</p> <ul style="list-style-type: none">• Plan an inclusive environment and activities so that all children can access at their level (differentiating tasks, resources or activities when necessary);• use a range of resources effectively to allow access to whole class, group or individual activities;• organise the class and deploy staff to support group or individual needs. <p>Dyslexia</p> <p>Although children are not diagnosed as being dyslexic until the age of 7, in the EYFS we are fully committed to providing dyslexia friendly classrooms as the teaching strategies, resources and multi- sensory techniques help to support all young children in their learning.</p>
Equal opportunities:	<p>It will be ensured that all pupils will have equal access to the Early Years Foundation Stage Framework regardless of their gender, ability, ethnicity or social status. This will be monitored by analysis of pupil performance throughout the EYFS to ensure that there is no disparity between groups. Internal and LEA moderation and analysis of the EYFS profile will also highlight any vulnerable groups</p>

For 'Transition from home to Nursery, Nursery to Reception and Reception to Year 1- please see the Transition policy