



## Clitheroe Pendle Primary School

### Early Years Foundation Stage Policy

#### Philosophy

Alongside delivering a rich curriculum full of diverse learning opportunities, adults in the EYFS team consider child wellbeing as paramount and their interactions with children reflect this. The Early Years Foundation Stage places a great emphasis on experimental learning which dovetails closely with our belief that childhood should be characterised by joy, excitement and wonder, where each day provides a wealth of new experiences. The curriculum seeks to provide a base on which such experiences may build and be extended to enrich the child's growing competencies. The ethos created by class teachers aims to facilitate an environment whereby children feel safe, secure and seen.



#### Admission To The School

Admission to the school follows the schools admission policy.

#### The Induction Programme

A sensitively planned Induction Programme has been established to ease the child's transition from home to school. Carer and parental involvement is essential to its success.

Parents/Carers are children's first teachers and a good relationship between school and home is fundamental to children's success. We begin this partnership by inviting parents/carers to an informal discussion and information evening in school, whereby they meet with the EYFS team. At this meeting the school's admission arrangements and the general organisation of the Early Years department are outlined for parents/carers and there is an opportunity to begin discussions with the Head Teacher and the staff of the Early Years team and to share any relevant information concerning their child (e.g. health matters; pre-school experience).

The Reception class teacher/s visit all pre-school settings to speak to key workers and meet the children in their familiar setting.

All children have the opportunity to visit the school with their parents/carers in June or July for a 90-minute session. This provides the opportunity for parents/carers and carers to talk to the EYFS staff about their child and any

concerns they may have at the same time the children develop confidence and familiarity with the EYFS classrooms.

Children then attend the first day in September with one parent for 45 minutes. For the remainder of the first week of term children attend for half days to enable them to settle into school in smaller groups.

### Safeguarding

Termly supervision meetings take place where all members of the EYFS team discuss children in their class in regard to any potential safeguarding concerns. These are documented and shared within the team to be monitored and actioned if necessary.

### Foundation Stage Profile

On entry to school, teachers make a baseline assessment of the children using the Statutory Reception Baseline Assessment. They also complete their own in-school baselines assessment to understand development across the seventeen areas of learning. This baseline assessment is informed by ongoing observations of the child within the first few weeks of starting school. The Early Years Foundation Stage (EYFS) Profile summarises and describes children's attainment at the end of the EYFS, the end of the Reception Year. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics outlined below.

#### **The prime areas of learning:**

- communication and language
- physical development
- personal, social and emotional development

#### **The specific areas of learning:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

#### **The characteristics of learning:**

- playing and exploring
- active learning
- creating and thinking critically

The profile will be completed throughout the reception year. We will use a range of methods to assess the child's progress including observation, probing questions and discussions with the child. Observations are recorded in the form of: post it notes, annotated photos of the children's achievements, samples of children's work and postcards completed by parents/carers of observations out of school. These are to highlight "Wow Moments" and are only recorded when they do not take away from the adult's interaction with the child, and to support teacher judgement and understanding of each child. This evidence, is gathered into an individual portfolio for each child. Progress is formally tracked at 4 stages through the year using Target Tracker. This is Baseline (September), December, March and June where we report on the child's progress towards the ELGs. Judgements are made using "on track" or "not on track." Observational Checkpoints, which have been adapted from the Birth to 5 Matters document have been developed to support teacher assessment. Children are highlighted as on track, or not on track and there are then 2 bands within these judgements. The whole of the Early Years team are involved in recording and moderating these assessments. Teachers attend annual EYFS moderation training and cluster sessions with local schools to moderate our judgements.

### Foundation Stage Curriculum

The Early Years staff will create a secure and stimulating environment where first hand learning experiences will encourage the development of imagination, creativity, and the enjoyment of learning.

The content of the Foundation Stage curriculum will reflect the needs of the individual child. Accounts will be taken of learning experiences prior to school. A curriculum of separate subjects is generally inappropriate for the younger children.

Activities and resources are planned to ensure a balance between child initiated learning and teacher led activities. We recognise the value of outdoor learning to run alongside and enhance what goes on in the indoor classroom. All children have access to the outdoor classroom on a daily basis and take part in regular forest school type activities in our wildlife garden. The outdoor classroom has its own risk assessment, which supervising staff are all familiar with, in order to facilitate safe play.

The Prime and Specific areas described earlier in this document are desirable outcomes which provide the foundation to the National Curriculum. Within this framework, knowledge, understanding, attitudes and skills may be developed and

matched to the needs of each child. Sensible account is taken of the programmes of study and related attainment targets which the child will experience at Key Stage One. By the end of their Reception year children will be familiar with a range of structures in readiness for Year 1 work.

### **Parental Involvement**

This is of utmost importance in helping the child to make the transition to full-time education.

There are a number of ways in which this is encouraged. Members of the EYFS team are available each day during drop off and collection. This provides the opportunity for ongoing dialogue between parents/carers and teachers and to help ensure that children have a calm, settled start to the school day. Termly topic letters and weekly owl board posters inform parents/carers of the children's learning so that concepts and knowledge can be encouraged at home; photos are loaded on to the school's website to prompt conversation at home about life in school.

Parents/Carers are invited to two consultation evenings during the year to discuss their child's strengths and areas for development. We are always available to talk to families so that any concerns can be quickly resolved.

In September, a meeting is held for parents/carers of Reception children during which our approach to the teaching of phonics and maths are outlined and strategies are recommended to continue this at home. Parents/carers are partners in children's learning and every opportunity to develop that partnership is valued. There is also information regarding teaching in other areas uploaded to the website.

Parents/Carers are invited in to class regularly to join the children for 'Stay and Play' sessions. Throughout the year events are held which involve parents/carers in their child's school life, e.g. assemblies, volunteering on class trips, Christmas productions.

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