



Sidcot
Live Adventurously

Policy Name: Foundation stage Curriculum policy EYFS including Assessment and Reporting

Policy Number: 10.8

Date: 01 September 2019

1. Introduction

‘Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their child safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.’

The Early Years Foundation Stage (EYFS) is the statutory guidance for all children from birth to age five.

2. Observation, Assessment and Planning

Children start to learn about the world around them from the moment they are born. The care and education offered by our Early Years department helps children to continue to learn by providing interesting learning opportunities which are appropriate for their age and stage of development.

The unique child is central to our curriculum. We observe the children’s development and learning; assess their progress and plan for next steps. We support each child to form positive relationships with their key person, who responds to their needs in a sensitive and consistent way. We provide an environment in which the child can participate in rich learning opportunities through play and adult interactions which enhance this play. These three elements together ensure optimum opportunities for learning and development.

We aim to ensure that the three Characteristics of Effective Learning; playing and exploring, active learning and creating, and thinking critically are embedded into our practice. We encourage every child to enjoy their achievements and develop their own ideas. We seek to encourage children’s natural curiosity by providing plenty of opportunities to investigate and explore both the inside and outside environment. We encourage our children to ‘have a go’ at every activity and to persevere to a satisfying conclusion.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. We provide the opportunities for planned purposeful play through a mix of adult- led and child initiated activity in the seven areas of learning which make up the Early Years Foundation Stage. The staff plan and provide a range of play activities which help children make progress in each of the areas of learning and development.

3. Areas of Learning.

The Early Years Foundation Stage comprises of seven areas of learning:

Prime areas

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

Specific areas

- Literacy
- Maths
- Knowledge and Understanding of the World
- Creative Development

None of these areas can be delivered in isolation from the others. Most teaching happens using an “In the Moment Planning” (ITMP) teaching approach, where the adults observe the children in their play and respond immediately to move the child’s learning forward. There are small bursts of whole class teaching in certain areas such as phonics, maths and circle time to ensure curriculum coverage. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the Early Years Foundation Stage.

Staff make continual assessments of children’s learning and use this information to immediately plan to move the children’s learning forward. Assessment of the Early Years Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in the children’s individual ‘Learning Diaries’ in an online system called Tapestry. When observations are carried out, parents have immediate access to this so they are aware of the learning their child has been involved in that day. They also contain information provided by parents, as parents are able to upload their own observations of activities which take place out of school. We seek parents’ consent to the use of this app and parents have the opportunity to ask their children is not included either individually or as part of a group, in accordance with data protection principles.

Once a term, each child has the opportunity to be a Focus Child for that week. A letter goes home to parents in the preceding week to enquire about the children’s interests at that moment, also giving parents the opportunity to ask any questions about their child’s learning. At the end of the week, the learning for that week is uploaded onto the Tapestry programme to share with parents.

Within the final term of the Early Years Foundation Stage, we provide a written summary to parents, reporting on their child’s progress against the Early Learning Goals and assessment scales as well as their Characteristics of Effective Learning.

At the end of the Reception year, we send a summary of these assessments to the Local Education Authority (LEA) for analysis. There are 13 Summary Scales. The child’s next teacher will use this information to make plans for the year ahead.

4. The Learning Environment

At Sidcot School 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.

The Early Years Department is organised to allow children to explore and learn securely and safely. There are areas within the two rooms where the children can be active or be quiet and rest. The inside and outside spaces are set up in such a way that children are able to find and locate equipment and resources and are encouraged to do so independently. The Department has its own enclosed outdoor play area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses and be physically active and exuberant.

5. Teaching and Learning Styles

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the Early Years Foundation Stage are:

- The partnership between teachers and parents, that children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches that are used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout Early Years Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification, through observations, of children's progress and future learning needs, which are shared with parents;
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it.;
- The regular identification of training needs for all adults working in the Early Years Foundation Stage.

6. Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Sidcot School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

At Sidcot School we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of children's varying life experiences when planning for their learning.

In the Early Years Foundation Stage, 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 with and from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds. Please refer to English as an Additional Language, Special Educational Needs and Disability and Equal Opportunities Policies.

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 (ie. Speech Therapy).

7. Positive Relationships

At Sidcot School, we understand that children become strong and independent individuals when they develop secure relationships with siblings, parents, other children, teachers, classroom assistants and all other caregivers. As well as modelling how children build positive relationships, we encourage children to resolve their own conflicts whenever they can. We teach Family Links sessions weekly where relationships are explored through discussions.

8. Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We also recognise the role that parents have played, and their future role, in educating the children.

All staff aim to build positive relationships with parents to provide the best outcomes for the children in our care. Staff are approachable and make themselves available to parents should they have any concerns or questions they would like to discuss.

We build positive relationships with parents by:

- Giving parents the opportunity to talk about their child and their needs before the child starts at our school.
- Having flexible admission arrangements and allowing time to discuss each child's circumstances.
- Offering the opportunity for a member of staff to visit the child at home prior to their start.
- Observations of the children's learning are recorded in an online Learning Diary using the program Tapestry as detailed above. . Parents are also encouraged to upload learning that takes place out of school, so teaching staff know more about the individual child.
- Encouraging parents to talk to the child's Key Person if they have any concerns.
- Parent meetings take place twice in the year and parents also receive a report on their child's attainment and progress at the end of each school year.
- Having termly focus weeks for each child letters going home asking parents if they would like to make any comments or ask any questions.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.

All Staff involved with the Early Years Foundation Stage aim to develop good relationships with children, interacting positively with them and taking time to listen to them.

9. Monitoring and Review

This policy is written by the Head of Years, and will be reviewed in two years or earlier if necessary.

10. Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
25.03.2017	New Policy – complete rewrite - adopted by Board of Governors
24.01.2019	Minor changes. Updated to incorporate the use of online journal "Tapestry"
01.09.2019	Reviewed and updated.