



# **Roman Road Primary School**

## **Early Years Foundation Stage Policy**

# May 2017

## Content Page

Aims

Early Years Framework

Principles into Practise, Foundation Stage Curriculum and the seven areas of learning

Planning

Preschool and Nursery -organisation

Reception classes

Teaching

Child initiated

Adult directed learning

Learning through Play

Active Learning

Observation and Assessment

Pupil Premium

Induction -Preschool and Nursery

Preschool and Nursery 'Settling In'

Reception -Induction

Safety

Inclusion

Assessing and Tracking Children's Progress

How we assess

Why we assess

Assessment process

Parents as Partners and the wider context

Transitions into year 1

This policy outlines the provision Roman Road Primary School offers to all its children aged from two to five otherwise known as the Early Years Foundation Stage (EYFS).

Children within this age range are taught in our preschool, nursery and reception classes.

### Aim

At Roman Road Primary School our aims are to provide the highest quality care and play based education for all our children in the preschool, nursery and reception classes, thereby giving them a strong foundation for their future learning. We aim to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent children.

We value that all children all unique different individual and so work alongside parents and others to meet their needs to help support every child to reach their full potential. With these intentions in mind we are fully committed to the aims outlined in the EYFS which states

*'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'.*

The following documents should be read in conjunction with this policy Roman Road's:

Admissions Policy, Health and Safety Policy, Equal Opportunities

Policy; Learning Support Policy; Behaviour Policy; Parents as Partners Policy

### The Early Years Framework

The Early Years Framework in its current form became statutory in September 2012. At Roman Road we adhere to this new framework.

The new Statutory Framework of the EYFS and the four guiding principles shape the practice within our Early Years setting-in the preschool, nursery and reception classes.

These are:

- **The Unique child**-responding to the uniqueness and difference of all our children, who are constantly learning and can be resilient, capable, confident and self-assured
- **Positive relationships** Children learn to be strong and independent through a focus on a range of relationships, such as with peers, and with practitioners
- **Enabling environments** Children learn and develop well in environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Learning and development** Children develop and learn in different ways and at different rates. We offer a rich and stimulating environment play based curriculum in which children can reach their full potential.  
Through a mixture of independent and adult focus activities children are able to be creative and develop their ideas and skills.

## **Principles into practice**

Based on the Every Child Matters agenda and the EYFS we, at Roman Road agree that every child has a right to grow up safe, be healthy, enjoy and achieve, making a positive contribution and achieving economic well-being we provide:

- ✚ a balanced curriculum, covering the seven areas of learning, using play as the foundation for learning
- ✚ Promote an equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- ✚ Work in partnership with parents and carers to support them in understanding the importance of play and within the wider context
- ✚ Plan challenging learning experiences, based on the individual child, informed by observation and assessment and parental feedback
- ✚ Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- ✚ Have a key person (in the preschool and nursery) approach to develop close relationships with individual children
- ✚ Provide a secure and safe learning environment indoors and out

## **Early Years Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning, 3 prime and 4 specific areas to enable the children to achieve and exceed the early learning goals.

### **Characteristics of Effective Learning**

EYFS also includes the characteristics of effective teaching and learning. Preschool, Nursery and Reception teachers plan activities within the classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- **Creating and Thinking Critically** - children have and develop their own ideas and make links between ideas, and develop strategies for doing things.

We consider the Characteristics of Effective Learning within the Observation, Assessment and Planning Cycle in the EYFS.

### **The Seven Areas of Learning**

Within the seven areas, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, to form relationships and thrive. These are called the Prime areas and are as follows.

#### **PRIME AREAS: Personal, Social and Emotional Development (PSED)**

This prime area has three sub sections. These are

- ✚ Making Relationships
- ✚ Self-confidence and Self-awareness
- ✚ Managing Feelings and Behaviour

The outcomes focus on children learning how to work, play, co-operate with others and function in a group and beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

#### **PRIME AREA: Communication and Language (C and L)**

This prime area is broken down into two sub sections. These cover

- ✚ Listening and Attention
- ✚ Understanding and Speaking.

These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and Understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

#### **PRIME AREA: Physical Development (PD)**

This prime area is broken down into two sub sections.

This covers both

- ✚ Fine and gross motor development
- ✚ Keeping healthy.

Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative

skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

The further four specific areas of EYFS Curriculum are as follows

### **SPECIFIC AREA: Mathematics (M)**

This is broken down into two subsections. These are

- ✚ Number
- ✚ Shape, Space and Measures.

These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

### **SPECIFIC AREA: Literacy (L)**

This area of learning has two subsections

- ✚ Reading
- ✚ Writing

The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage at Roman Road.

### **SPECIFIC AREA: Understanding the World (U W):**

This area of learning covers the subjects

Geography, Science, DT, History, RE and ICT.

This is a major area of learning and enquiry focussing on children's developing knowledge and understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological enquiry and learning through exploration.

### **SPECIFIC AREA: Expressive Arts and Design (EAD)**

This area of learning covers art, music, and drama.

This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative way.

Children are provided with a range of rich, meaningful first-hand experiences through stories, rhymes, poems and role play in which children can explore, think creatively and enjoy achieving what they have set out to do. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

## **Planning**

Using the EYFS Development Matters, we write long term and medium term plans based on a series of annual topics and children's interests each of which offers experiences in all seven areas. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Planning for the youngest children in the preschool and nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Roman Road and grow in confidence and ability within the three prime areas.

## **Preschool and Nursery**

### **Organisation of sessions**

In preschool we offer 40 part time places. In the nursery we offer 52 part time places where all children can attend for 15 hours per week. Children can attend each morning or each afternoon for 3 hours per session. A snack of fresh fruit milk and water is provided during the session for which a small weekly voluntary contribution is made.

The preschool class has one class with 20 children in both sessions.

The nursery class has two classes with 26 children in both sessions.

All classes are taught by qualified Teachers, Nursery Nurses and Teaching Assistants.

### **Preschool and Nursery sessions:**

Morning session 8.30-11.30am

Afternoon session 12.15-3.15pm

## **Reception Class**

The reception classes are divided into three classes. Each class has a maximum of thirty children. The school day begins at 8.40am and ends at 3.15pm. Fresh fruit and water is available for each child and a carton of milk for children under five.

Children may have a meal provided by the school during the lunchtime period. Alternatively children may bring a packed lunch from home.

### **Teaching**

All classes are taught by qualified Teachers and Teaching Assistants.

The Foundation Stage is led by the Head Teacher and the day to day management is undertaken by the Foundation Stage Coordinator.

### **Child initiated and adult directed learning**

In the Foundation Stage we plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years teachers interact to stretch and challenge children further. We create a stimulating environment to encourage children to free-flow between inside and out. Children have whole group and small group times which increase as they progress through the EYFS.

Children in reception classes have daily phonics session, including reading and writing activities and daily teaching of Mathematics. More intense activities are usually tackled in the morning, when the children's concentration levels are at their best. The curriculum is delivered using a play-based approach as outlined by the EYFS.

### **Learning Through Play**

Our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems allowing them to build up the confidence to express fears or re-live anxious experiences in controlled and safe situations. Children learn best through physical and mental challenges.

### **Active learning**

Occurs when children are motivated and interested in what they are doing. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions and think creatively to solve problems. It provides children with a sense of satisfaction as they take ownership of their learning. We aim to promote this through well planned structured play and purposeful activities, both in and out of doors. We also aim to provide children with opportunities to learn off site by providing trips that put learning into context, for example, visiting the local park, church, farms and museum trips.

## **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal 'Special Folder', which are shared with parents. We invite parents to attend a parents evening three times a year and reports are written at the end of the year for children moving up when leaving preschool, nursery and reception classes.

Within the final term of Roman Road, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

## **Pupil Premium (PP)**

### **Background of PP**

In April 2015 the Early Years Pupil Premium became available to some children who are already in receipt of 3 and 4 year-old funding. It is an additional supplement and will be used to enhance the opportunities and experiences for these children.

### **National Rate of Funding (2015 - 2016)**

Each child will be allocated 53p per hour up to a maximum of £302.10 for 570 hours.

### **Eligibility**

3 and 4 year-olds will attract EYPP funding if they meet at least 1 of the following criteria:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Children are also eligible for funding if:

- they have been in Local Authority care for 1 day or more
- they have been in care and then adopted
- they have left care under a special guardianship or residence order

For these children the Head teacher and representatives from social care will be involved in discussions about how best to spend the funding.

### **Key Workers**

Each child at Roman Road School nursery will have a key worker and teacher in reception, who understands his/her individual needs. The key worker will observe the child continuously and assess him/her regularly, identifying the next steps for learning and development.

As well as the key worker's and teachers knowledge, observations and assessments and discussions with parents, performance data gives additional information about a child's developmental and learning needs. Pupil progress meetings are held regularly to identify barriers to learning and identify areas of need. Staff teams meet regularly to discuss the needs of children and identify specific areas in which individual and small groups of children require support. Activities and experiences for individual children, or groups of children will be planned, along with small group work where appropriate. Lead staff will be identified and any resources purchased. Parent workshops will be held when appropriate.

EYPP funding will be used for

- Specific Resources
- Training for staff
- Additional staff hours

The nature of the additional support that EYPP children receive will depend upon their need. Progress will be closely monitored and documented. Performance data will be analysed closely to indicate progress against targets set.

### **Working with parents.**

Parents' meetings are held regularly, at which targets for learning will be identified. Parents will receive written confirmation explaining the additional support that the school is providing for their child and parental permission will be sought.

Parents will be informed as to how they may help their child at home. Progress towards targets and achievements will be shared regularly.

## **How we will use the EYPP at Roman Road Primary School**

At Roman Road Primary school, we strive to offer the best possible outcomes for every child and the additional funding will help to ensure that children in receipt of EYPP make good levels of progress; it will help to narrow the gap between the outcomes for EYPP children and the rest of the children in the school.

## **Induction**

### **Preschool and Nursery**

We aim to provide an induction programme that enables every child's first experiences of school to be happy, positive and fun.

- Children starting preschool and nursery will be invited to a induction day where parents and their children can spend time asking questions, look around the setting and get support, if required to complete relevant forms
- Nursery children have an opportunity to visit our school in the summer term before they start school
- Where this is not possible, every effort is made to visit the child at home. This is to give the opportunity for the child to meet the staff in a comfortable and familiar environment and for parents to ask further questions.
- There is a staggered intake in September/October/January/April nursery children

### **Preschool and Nursery 'Settling In'**

Parents of children at Roman Road preschool and the nursery must remember to be available for the first few days settling into their new setting. This is to ensure your child transfers happily from home into nursery and adjust to new staff. For some children this is quite a big change and they take a few days to become settled in their new environment. Children stay 1 hour on the first day with a parent/carer present, then 1 hour the second day with the carer going into another area of the setting. After the first 2 days, times and lengths of stay depends on how happy the child is, some will be in for full session quickly while others may take longer. Please take advice from staff about your child. Once children are happy and settled the session will be extended to full 3 hours.

Children who have not been potty trained will not be excluded from our preschool or nursery. However, in nursery, parent/carers will have to be readily available at nursery to help support their child in nursery where an individualised potty training program will be put into place. The potty training program can take from one week to up to four weeks and can only work with the support and commitment of parent/carers.

## **Reception**

### **Induction**

Parents and children are invited into school for an induction meeting in June where parent/carers will get the opportunity to get to meet the leadership team and teachers (where possible) ask questions about school uniforms, meals, teaching and learning, times and attendance. The children will be given an opportunity in July to meet, visit and play in their new classroom. Reception children start school with the rest of the school in the autumn term. The routine of the school day is introduced slowly, especially those aspects which take the children away from their normal EYFS environment, for example, PE and singing assembly and whole school assembly.

### **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

### **Inclusion**

We value all our children as individuals at Roman Road, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

### **Assessing and Tracking Children's Progress**

Assessment is at the heart of learning and teaching. It is a key professional skill of all teachers and should be recognised as central to classroom practice.

#### **Why we assess in the EYFS**

- To advance the learning process
- To gain information about how and what a child is learning

- To ensure that all children have an opportunity to show what they know, understand and can do, and what they need to develop.
- To help children develop an understanding of what they need to do to improve (related to shared learning objectives)
- To enable teachers to effectively plan work that meets the needs of the children
- To provide regular information for parents that enables them to support their child's learning
- To provide the leaders of the school with information that allows them to make judgements about the effectiveness of the school and set suitable targets

### **How We Assess**

Progression throughout Early Years is based upon the EYFS (Development Matters) Curriculum. Children's progress is monitored carefully throughout their time in EYFS by planned intervention, observation and termly assessments. Assessments are an ongoing part of EYFS practice and are made in a variety of ways including teacher, keyworker observation of children playing, photographic evidence, staff notes, and parent feedback. Progress and attainment is recorded against the EYFS objectives and records kept in the 'Special Folder' which informs teachers, support staff, parents of the child's current attainment and the next steps the child needs to achieve.

Children are assessed when they entry our EYFS provision also known as 'on entry' to EYFS (baseline) and are monitored through a termly tracking system which highlights individual progress and achievement. They are continued to be assessed termly as part of an ongoing process (summative best fit assessment in relation to the EYFS statutory curriculum). This information is kept on a termly progress tracking grid. This allows for the carefully monitoring of progress and attainment in EYFS. Assessed at the end of preschool, nursery and of the academic year in which they turn 5 years old.

### **Preschool Progress check**

A progress check for children aged two is a statutory requirement of the Early Years Foundation Stage. It states that there is a progress check carried out when a child is

aged between two and three and practitioners must provide Parents with a short written summary.

At Roman Road Pre-school the 2 year old check will be carried out by the child's key person once the child has settled into preschool and we have a good knowledge of the child's development, abilities and interests, (Normally between six to eight weeks). Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review. If the child has already had the health visitor 2 year old check we are still required to carry out the EYFS 2 year old progress check. We will provide parents with a short written summary of their child's development in the prime areas. The progress check will identify the child's strengths and any areas where the child's progress is less than expected.

#### **The aims of the progress check is to:-**

- ✚ Review a child's development in the three prime areas of the EYFS.
- ✚ Share this information with parents/carers at an agreed time to ensure they have a clear picture of their child's development.
- ✚ Enable the setting to understand the child's needs and plan activities and experiences to meet them in the setting.
- ✚ Enable and supporting parents/carers to understand their child's needs and enhance development at home.
- ✚

#### **The progress check will:-**

- ✚ Be completed by the child's key person.
- ✚ Arise from ongoing observational assessments carried out as part of everyday practice in the setting.
- ✚ Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- ✚ Take account of the views and contributions of parents/carers and the child if appropriate.
- ✚ Take into account the view of other practitioners and, where relevant, other professionals working with the child

If there are significant emerging concerns, or an identified special educational need or disability, we will share this information with the child's parent and develop a targeted plan to support the child's future learning and development involving other professionals (for

example, our special educational needs co-ordinator) as appropriate. The summary will include activities and strategies that we intend to adopt to address any issues or concerns.

If a child is attending our provision and another setting the progress check will be carried out by the key person of the setting where the child spends the greatest amount of time each week. If a child moves settings between two and three the progress check will be undertaken by the setting where the child has spent the most time.

We will discuss with parents how the summary of development can be used to support learning at home. We will incorporate parent's comments and observations into the written progress check.

We will encourage parents to share this information with other relevant professionals, including their health visitor and we will seek parental consent to share information directly with any relevant professional if we consider that this may be helpful.

### **Nursery on entry**

As in the Pre-School, we assess children once they have been in nursery for 15 sessions against age related 'Development Matters' bands (See table below). This is done through teacher, keyworker and parents observations to find out how they are learning and developing during their play at nursery. Thereafter, assessment is on-going and completed and recorded on a termly in each child's 'Special Folder'. This is sometimes called 'formative' assessment because it informs the next steps that are planned for the child to move them on in their learning and development.

### **Attainment on entry to preschool, nursery and reception class.**

At Roman Road we have high expectations for children to achieve their full potential in all areas of the early year's curriculum.

Most children entering into preschool at the age of 2 and nursery at the age of 3 will have shown competence in some or all areas of development proceeding in the age band 16-22 months and 22-36 months. This is referred to as the age related expectation at the beginning of preschool and nursery. Each age band is divided into 3 stages of development shown here in table 1.

Table 1.

Age Band	Level
8-20 months	growing

8-20 months	developing
8-20 months	secure
16-26 months	growing
16-26 months	developing
16-26 months	secure
22-36 months	growing
22-36 months	developing
22-36 months	secure
30-50 months	growing
30-50 months	developing
30-50 months	secure
40-60months	growing
40-60months	developing
40-60 months ELG	secure

However, not all children enter the foundation stage (FS) at age expected levels. Some children will be working above or below their age expected levels. At Roman Road primary school, we expect our children in the FS to make at least 1 band of progress for every term they are in school. Children entering preschool aged 2 will spend a 3 terms in preschool. Children entering nursery in September aged 3 will spend 6 terms in nursery. Reception children spend 3 terms in school before going into year 1.

### **Parents as Partners and the wider context**

In the EYFS, working in partnership with parents is a key principle of effective practice. We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate, confidently in their child's education and care. We

actively seek parental contributions to the assessment process, including, verbal, photographic and written contributions to their child's 'Special Folder'.

We welcome parents to volunteer in the EYFS by taking part in "Stay and Play" sessions, attend our Parent Toddler, school outing or reading stories, singing and cooking with the children.

We seek to enhance parents understanding of teaching and learning in the early years, by inviting parents to attend relevant workshops, including phonics and reading to support the continuity and progression of children's learning between the setting and home.

By working closely with parents we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting.

### **Transitions from each stage and into year 1 ( see Transition Policy)**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child. In the final term in Roman Road, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Children will also be given the opportunity to visit their year 1 class and meet their new teacher towards the end of the summer term.

**Ratified by Governors**

**Review May 2018**

Compiled by Mrs R Y Nijabat FS coordinator May 2017