



Willoughton Primary School

## The Cliff Federation Early Years Foundation Policy

<u>Policy Information</u>			
<b>Status:</b>	Statutory	<b>Reviewed by:</b>	Full Governing Board
<b>Cycle of Review:</b>	Every three years	<b>Policy Ratified</b>	May 2023
<b>Signed as accepted:</b>			

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. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. **“Statutory Framework for the Early Years Foundation Stage 2021**

### Aims of the Foundation Stage

- To provide an atmosphere where children can be happy, contented, safe, valued, gain confidence and achieve greater independence.
- To provide a child - friendly environment that is safe, caring and stimulating.
- To provide an environment where no child should be excluded or disadvantaged.
- To build upon what children already know and what they can do.
- To promote children’s social, intellectual and physical development through play and structured activities.
- To provide, through a stimulating environment, opportunities for children to develop a positive attitude to learning and an active interest in the world around them.
- To develop a working partnership between parents/carers and school in order to establish an accurate understanding of each child’s individual needs.

### The Curriculum

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes

Governing Body: Full Governors	
Review Date:	Page 1 of 5

teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. At The Cliff Federation, we follow the four guiding principles that shape practice including:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven learning and development and they are all important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, from relationships and thrive.

These three prime areas are:

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

There are also four specific areas:

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

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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, make links between ideas, and develop strategies for doing things.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals. Children will work towards these goals (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

### **Arrangements for admission**

Foundation Stage children are admitted to The Cliff Federation in September. Attendance in Reception is full time. Parents/carers will receive a pack that will inform them of the admission arrangements, details about a parents/carers' meeting and transition visit dates of when their

child is invited to visit school prior to starting in September. Parents/carers are also invited to meet the teacher with their child in school. The Cliff Federation liaises with local Pre-School providers in order to make the transition to Primary School as smooth as possible including the teacher visiting the children in their pre-school setting.

### **Session times**

All children must be accompanied to and from school by an adult, except for the children who come to school and go home on the school bus. Children are only released at the end of the day to a relative/carer or known adult.

The school day begins at 8.40 am. The school day ends at 3.15pm.

Due to being a part of the National School Fruit Scheme, the Foundation Stage children will receive a piece of fresh fruit daily and will continue to do so until the end of Year 2. Foundation Stage children also receive free milk until their 5<sup>th</sup> birthday.

### **Outdoor Play**

The outdoor play area is securely fenced and gated in both schools. It provides a safe play space where the children can develop their physical skills and learn to share with others in structured and informal play. Outdoor play is a very important part of children's development, and the children can play unsupervised, as the classroom door is always open. Children are always heard and/or are visible by the adults working in the classroom.

### **Parents/carers as Partners**

Parents/carers are made to feel welcome, valued and necessary to their child's education. The knowledge and expertise of parents/carers and other family adults are used to support learning opportunities within the school. Parents/carers and teachers regularly talk about the child's progress and achievements. We have an open-door policy and staff are available in the morning or at the end of the day, to chat through any questions or queries.

### **Before Admission**

The School Brochure and a Starting School pack is given to all parents/carers at the parents/carers meeting which will be held with the Class Teacher. The importance of this meeting is for the parents/carers to be given initial information about the school, uniform, routines, ideas about activities that they could carry out with their child in order to prepare them for school, and to ask any questions etc.

Each child is given the opportunity to visit the schools for a number of sessions during the summer term, prior to them starting in September.

Admission forms, information on emergency contacts and medical conditions are collected for each child.

### **After Admission**

- All parents/carers are encouraged to share books with their children at home.
- Parents/carers are encouraged to share their interests and skills with the children.
- School newsletters are circulated to parents/carers.
- Parents/carers are required to fill in a permission form to allow their child to be taken off the premises - for a trip or educational visit in the local area.

- Parents/carers are invited and strongly encouraged to attend parent/teacher consultation evenings.
- Parents/carers of children with SEN are given support and advice.
- Parents/carers are invited to social events – Christmas play, Sports Day, Assemblies, weekly Honours/Celebration assembly, etc.

### **Equal Opportunities**

The Cliff Federation will provide relevant learning and developmental opportunities and set realistic but challenging expectations that meet the diverse needs of all children. We aim to provide a safe, caring, happy and supportive learning environment in which the contribution of all children is valued irrespective of gender, race, religion, culture, home background, special needs and disability. We encourage children to respect the beliefs, cultures and needs of others and to treat others, as they would expect to be treated themselves.

### **Staffing**

One qualified teacher staffs the Foundation Stage children and one qualified teaching assistant. Other adults working under the supervision of the teacher could include students, initial teacher training, work experience volunteers and parent helpers.

Group activities and group sizes supervised by students and volunteers must reflect the experience and abilities of the individual. Students and volunteers are not permitted to take children off the school premises without a member of staff. Staff working with Foundation Stage children have access to the following specialists within the whole staff, SENCO, subject specialists and first aiders. Staff working with Foundation Stage children have access to a range of outside agencies including the Educational Psychologist, the Speech and Language Therapist, etc.

### **Assessment, Recording and Reporting**

Throughout the pre-September visits and within the first four weeks in September, the Foundation Stage children will be observed and assessed in order to reach an initial baseline assessment for each child. This is known as the Reception Baseline Assessment (RBA). The analysis of these assessments helps the teacher to plan for individual children's needs and to monitor progress in the child's first year at school. Continuous observations, record keeping, and assessment takes place throughout the year. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

At the end of their foundation year in school, the children's progress is recorded on to the Early Years Foundation Stage Profile. The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals. Each child's level of development is recorded against the 17 Early Learning Goals with the teacher saying whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). An EYFS profile must be completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Year 1 teacher (usually the same teacher in The Cliff Federation) must be given a copy of the Profile report together with a short commentary on each child's skills and abilities, in relation to the three key characteristics of effective learning. Parents/carers' evenings take place throughout the year and each child's

parents/carers receive an annual report at the end of the Summer Term, which contains the results of the Profile.

Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations include photographs, assessments and evidence of achievements that are collated in the child's own individual profile/scrap book (Special Book). Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning and these observations then lead the direction of the planning.

### **Monitoring and Evaluation**

The general principles for monitoring and evaluation are contained in the whole school policy for monitoring and evaluation. All staff agreed these principles. We are involved in the following monitoring and evaluation of the provision within the Foundation Stage:

The staff are involved in observation sessions.

The Cliff Federation uses target setting in reading, writing and numeracy. The Foundation Stage children are not a part of this target setting procedure but their progress in each of the prime and specific areas is discussed.

The teaching staff discuss the achievements of individuals and groups at regular pupil progress meetings during the year.

### **Community Cohesion**

Opportunities for the use of the local, national and global communities are used as a resource for lessons and visitors will be welcomed into The Cliff Federation to enhance learning experiences.

Opportunities are available to all; strong and positive relationships within the schools and wider community are encouraged and developed further.