



Policy Number: CRA-TL-06
Issue / Version No. V0.2

Early Years Foundation Stage Policy

Current Status:
FINAL

Ratified

Compliance:

**All members of Chandlers Ridge Academy staff will follow Academy policies.
The consequences of non-compliance may include disciplinary or legal action.**

Document Control

Application	This policy pertains to all activities undertaken by all staff at Chandlers Ridge Academy
Associated policy reference and title	Safeguarding
Date of ratification	
Date to be reviewed	
Replacing	EYFS policy
Policy Lead	Mrs Maycock
Members of working party	Mrs Taylor
This policy has been ratified by: Board or Sub-Committee (specify)	

Consultation Audit Trail

Name	Role	Version	Date
Louise Maycock	EYFS leader		March 2018
Heather Taylor	EYFS lead (temporary)		
Louise Lidgard	Head Teacher		April 2018

Change Log

Summarise the major changes between versions below

Pg/Section	Change	Version	Date
7/8	Building positive relationship (some egs removed)	V0.2	March 2018
12	Intimate care added	V0.2	March 2018
9	Information about children who exceed (requested following LGB meeting)	V0.2	May 2018

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Chandlers Ridge Academy Early Years Foundation Stage Policy

1. Introduction – Early Years Foundation Stage Policy

‘Every child deserves the best possible start in life and support to fulfil their 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.’

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Chandlers Ridge Academy, children are admitted to Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Chandlers Ridge Academy, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

2. Scope of Policy and Objectives for EYFS

We aim to support all children to become independent, resilient and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. At Chandlers Ridge Academy, in the Early Years Foundation Stage, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich, stimulating and safe environment;
- It acknowledges the importance of a full working partnership with parents and carers.

3. Responsibilities - EYFS

1. **LGB:** The LGB has overall responsibility work with the academy on planning and developing policies and keeping provision under review
2. **Head Teacher:** The Head Teacher has responsibility to ensure that operational services are suitably established to provide the processes associated with the Chandlers Ridge Academy to ensure that all staff and volunteers understand and comply with the policy.
3. **Senior Leadership Team:** Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
4. **Phase Leader:** The phase leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. **Teachers:** Each Teacher is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. **All Staff and volunteer helpers:** All staff and volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability
7. **Anyone else who has a responsibility to implement this policy** – Parents are an important part in their child’s development, therefore it is their responsibility to help school implement our EYFS policy and for parents to support school in their child’s learning journey.

4. Key Themes -EYFS

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

4.1 A Unique Child -Our EYFS Approach

At Chandlers Ridge Academy, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates.

Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Chandlers Ridge Academy are treated equally regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children’s range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most children achieve the Early Learning Goals by the end of the stage. We do this 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 learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children’s progress and taking action to provide support as necessary (such as referrals to speech therapy, Educational Psychologist).
- Working closely with parents, carers and other outside agencies to ensure all children’s needs are met and we enable them to access the curriculum and make good progress.

4.2 Positive Relationships – Our EYFS Approach

At Chandlers Ridge Academy we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

- We recognise that parents/carers are children’s first and most enduring educators and we value being partners with them in their child’s education through:
 - Talking to parents/carers before their child starts school at home visits, induction meetings and Nursery and school induction visits prior to starting our setting.
 - Outlining the school’s expectations in the Home School agreement.
 - Providing an induction meeting for Nursery and Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
 - Holding a parent consultation twice in the academic year, one in October to establish how a child is settling into the school environment and in early Spring to discuss a child’s interim report and progress.
 - Operating an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
 - Written and photographic contact via school newsletters, Twitter, the School App and Tapestry, an online Learning Journey.
 - Publishing a newsletter detailing the areas of learning and the overarching theme of the term or half term within Nursery and Reception.
 - Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.

- Sharing observations of the children’s learning with parents/carers through Tapestry on a weekly basis and valuing the ongoing contributions parents/carers make to their child’s online learning journey.
- Sending a written report on a child’s attainment and progress at the end of their time in Nursery and Reception.
- Parents are invited to a range of activities throughout the school year such as Christmas productions and sports day.
- Stay and play activities for Nursery, where parents are able to stay and be involved in a normal Nursery session.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children’s learning e.g. hearing readers

4.3 Enabling Environments - Our EYFS Approach

At Chandlers Ridge Academy we recognise that the environment plays a key role in supporting and extending the children’s development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual’s interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

4.4 Learning and Developing; Our EYFS Approach

The EYFS Curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in EYFS settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children’s learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also guide and support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children’s development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child’s progress in any of the prime areas gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child.

Reception pupils also participate in a daily phonics sessions, following the guidance in the “Letters & Sounds” document and in line with school policy.

4.41 Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring -children will have opportunities to investigate and experience things, and ‘have a go’.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

- Active learning-children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions, providing them with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically -we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

4.42 Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. Planning for the Prime and Specific Areas of learning are based upon topics that are linked to the children’s interests. This therefore responds to the needs, achievement and interests of the children to allow them to make progress. Phonics is planned as discrete sessions, but is also incorporated into all areas of the EYFS curriculum and school environment, both inside the classroom and in the outside area.

4.43 Observations

EYFS staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys on Tapestry.

4.44 Exceeding children in EYFS

An exceeding child in EYFS is where a child has achieved the Early Learning Goal and meets the criteria set on in the exceeding statements. The statements were produced by the government following the Tickell Review in March 2011. When pupils have achieved the ELG, teachers then focus their teaching on exceeding statements. Children who are following the exceeding statements for example in Literacy are given success criteria to know what is expected of them in a piece of writing. They are encouraged to include more descriptive vocabulary, extra punctuation such as question marks, speech marks and handwriting must be neat and sitting on the line.

In Mathematics, the exceeding children are provided with more problem solving and reasoning questions, tasks and activities to develop their understanding of transferring previously taught skills. The pupils are encouraged to work independently to develop their confidence and perseverance.

The evidence for exceeding statements is kept in the same way for ELG and emerging; on Tapestry, our online learning journey, in Maths Diaries and Writing books.

Although the exceeding grade focusses children towards the challenges of the Year 1 curriculum, it does not cover Year 1 descriptors. Exceeding statements are in relation to the Early Years curriculum.

4.45 Assessment

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps records and learning journals to record examples of each child's work.

Tracking grids are updated at the end of each half term, allowing Teachers the opportunity to pinpoint where the children need additional support or challenge. Termly Pupil Progress meetings are held with class teachers, the EYFS Leader, the Assessment Leader and Head Teacher. We share this information too at parental consultation meetings and in the end-of-year report. Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

4.46 The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside area across the day. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

4.47 Transition

Starting school can be a difficult time for young children; at Chandlers Ridge Academy, we plan this time carefully to support children with the transition and try to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school information
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Explain the arrangements for the gradual induction in to Reception
- To answer any questions which parents may have.

The children are given opportunity to visit Reception classes and staff during the second half of the Summer term. This takes place during their normal Nursery hours and the children are accompanied by a member of the Nursery team. Whilst in Reception, the children listen to stories, talk about their families, draw pictures, play and produce work for a display in the Reception classrooms. Parents are provided with an information sheet about starting school and things they can help with before starting school.

Parents are given opportunity to bring their child for a school dinner in July, allowing them to support their child in this new experience.

The children in Nursery, moving onto Reception are also invited to an end of year visit, which allows the morning and afternoon nurseries the opportunity to meet each other.

At the beginning of the Autumn term, all Reception children attend the whole day from the first day. This ensures that the children are receiving their entitled school time as well as settling the children at the earliest opportunity.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend two days in their new class during the Summer term.

5.0 Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' (Statutory Framework for EYFS 2014)

At Chandlers Ridge Academy, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014 and 2017.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

5.1 Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.

5.2 Good Health

All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times. The children within the EYFS also take part in a local 'Tooth brushing' initiative. The children are provided with toothbrushes and opportunity to brush their teeth as part of their daily routine.

5.3. Intimate care

Children are encouraged with toileting and washing hands at all times. If children are not yet toilet trained, we encourage the use of pull ups so children can take part in going to the toilet. Furthermore, if necessary, these children are changed in the toilet area. Children are encouraged to clean themselves, however in some cases where there is too much for children to clean themselves, then parents are contacted to come and clean their child. If the child does not become toilet trained after a term, parents will be encouraged to contact their health visitor or school will contact school nursing service.

6. Implementation

1. Chandlers Ridge Academy local Governing Body, Head Teacher, Senior Leadership Team and Teachers are responsible for ensuring that this policy is effectively implemented.

7. Audit

1. This policy will be reviewed on a 2 year cycle or earlier if necessary.