



## **South East Cornwall Multi Academy Regional Trust**

Dobwalls Primary School, Landulph Primary School, Liskeard School and Community College, Looe Community Academy, saltash.net Community School, and Trewidland Primary School and Pre-School

# **Early Years Foundation Stage (EYFS) Policy**

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## Our Philosophy

Early childhood is the foundation on which children build the rest of their lives. At our primary schools, we greatly value and understand the importance that early years' development plays in laying secure foundations for future learning and progression. Our provision facilitates the best possible start in life and provides the support that enables every child to fulfil their potential.

We fully appreciate that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected. At our primary schools we also recognise the importance of strong personal, social and emotional development (PSED), communication and language development and physical development in determining children's future outcomes in learning.

Through our enabling environment and with positive relationships, each unique child can learn and develop individually to enable them to achieve their own full potential.

We are committed to a principle of 'learning through play' whereby children and adults engage and develop the 'characteristics of effective learning'. Through playing and exploring, as active learners, creativity and critical thinking are developed, supported and extended, and all areas of learning and development are implemented.

## The Early Years Foundation Stage

The EYFS covers a child's development to the end of the academic year in which they turn five and is based around four key themes:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Each theme is linked to an important principle:

- **A unique child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and/or carers and/or a key person.
- **Enabling environments** - children learn and develop well in environments that enable, in which their experiences respond to their individual needs and where 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 and all areas of their learning and development are equally important and inter-connected.

At our primary schools we adhere to the statutory framework of the EYFS, the four guiding principles that shape practice within early years' settings and the safeguarding responsibilities it places upon us.

Your child will be allocated a key person (or key persons) and you will be informed of their name(s) and details of their role.

## Aims and Objectives

- To provide a happy, caring, safe and secure environment for learning and development that meets the individual needs and interests of each child;
- To develop warm and secure relationships between children and adults;
- To provide a high quality curriculum in line with the statutory framework for the early years foundation stage effective April 2017;
- For the children to become aware of moral and social values;
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication;
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.

## Parent and/or Carer Involvement

Parents and/or carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively. Each of our primary schools has an engagement programme, which can be found at the Appendices.

## Transition

At our primary schools our aim is to establish a smooth and successful transition to school. This is facilitated by a programme of engagement, which is unique to each school and can be found at the Appendices.

## The 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. This enables our children to achieve or exceed the early learning goals (the goals, and further information on assessing children's development towards them, can be found on our website).

All the seven areas of learning and development are important and inter-connected. However, 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. These three areas are the **Prime** areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development with all areas of learning planned for within our continuous provision.

- **Communication and language** development gives children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations. This area of learning is developed through adapting and tailoring the role play area to the child's interest and by encouraging them to express themselves through a wide range of activities.
- **Physical** development provides opportunities for young children to be active and interactive, and to develop their co-ordination, control (including pencil grip) and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food. This area is developed through monitoring children's fine and gross motor skills and adapting learning accordingly. At our primary schools children enjoy a wide range of physical activities including PE, outdoor learning and activities that promote a healthy and balanced lifestyle.
- **Personal, social and emotional** development helps children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities. We feel at our primary schools this area is crucial to a child's well-being and development and as such we tailor activities accordingly. Through small group work, role play scenarios and positive role modelling within the mixed age group setting, children are nurtured and are therefore able to develop this crucial area of learning.
- **Literacy** development encourages children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials, including books, poems, nursery rhymes and ICT based texts to ignite their interest and develop this life-long learning skill. Within the foundation stage, children have access to a wide range of stimulus which develops this area, including a daily systematic phonics input through the Floppy Phonics or Read Write Inc programme. At our primary schools we appreciate the value of providing children with high quality texts and picture books, creating an environment where books and reading are enjoyed and valued and positively reflect a diverse range of languages and cultures. In developing children's writing skills, they are provided with many differing mediums to mark-make both inside and outside the foundation setting, which can be accessed freely and spontaneously.

- **Mathematics** development provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures. At our primary schools children enjoy practical based, mathematics activities which ignite their curiosity by working in small groups and using strong visuals and models to scaffold their learning. Within the foundation setting we consider it important that children have a variety of opportunities to talk about their mathematical experiences and to relate situations in all play activities, developing their understanding of number and mathematical concepts.
- **Understanding the World** guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Through our thematic planning, children experience a rich and varied topic based curriculum that develops their curiosity and interest in the World and the environment in which they live in. Opportunities within this area are also provided through the use of Forest School activities and the outdoor learning environment where children have access to seasonal activities including planting, cooking, wood work, clay and sensory experiences.
- **Expressive arts and design** enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Following the learning through play ethos using continuous provision, all children receive their entitlement to:
  - A stimulating environment in which creativity, originality and expressiveness are valued;
  - Sufficient time to explore, develop, revisit and finish working at their ideas;
  - Opportunities to work alongside artists and other creative adults;
  - Experiences that enable them to express their ideas through a wide range of types of media; and
  - Acknowledgement and celebration of their diverse and specific needs, interests and cultural beliefs.

At our primary schools we plan learning experiences that develop creativity and support children's schemas and interests. Through tailoring activities that respond to children's creativity throughout all aspects of the curriculum, children develop confidence with regards to expressing themselves through a variety of mediums. We value and appreciate our children's painting, drawing, sculpture, dance, music and imaginative play at every stage of their development and we feel the environment and continuous provision allows children to flourish in this area.

## Evaluation and Assessment

At our primary schools we feel evaluation and assessment to be crucial in providing a high quality foundation stage provision. Parents and/or carers will be kept up-to-date with their child's progress and development and, where appropriate, we will address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

We use a variety of assessment methods in order to monitor and record children's progress:

- Evidence of children's progress is monitored through daily internal assessment using Tapestry or learning journals, including incidental observation forms linked to the seven areas of learning and development. We complete Tapestry or learning journal records daily in order to record their development through play and their interaction with peers.
- Throughout the term, children are monitored with regards to their personal strengths and areas for development. This long term observation, carried out over a weekly period, contributes to Tapestry or the learning journal and allows the foundation team to have an informed and focused assessment, creating a detail picture highlighting children's target areas.
- Children are assessed and monitored with regards to the characteristics of effective learning, monitoring their engagement, motivation and thinking.
- Throughout the foundation stage, children are formatively assessed (using Tapestry or the eProfile pro-forma). Data and progress are entered using the summative assessment accumulated throughout the year.
- Pupil progress meetings happen three times a year alongside the headteacher to monitor the progress made by each individual child to ensure that at least expected progress can be made throughout the year.
- EYFS goals are displayed in learning journal records or through Tapestry.

Our foundation stage provision is also monitored and evaluated regularly:

- Evidence of quality teaching and curriculum is monitored through classroom observations of teaching and learning and provision, book and planning scrutiny, teacher and TA performance;
- Management alongside pupil progress meetings;
- Evaluation through discussion and dialogue at weekly team meetings, weekly teacher staff meetings and observations carried out by the Head of School and the leadership team. In addition, annotations are included on daily planning and weekly play plans.
- Termly meetings as well as informal discussions with the EYFS Governor, which is reported to the Local Governing Committee.

## Appendices

1. Landulph Primary School – Programmes of Engagement.
2. Dobwalls Community Primary School – Programmes of Engagement.
3. Trewidland Primary School – Programmes of Engagement.

## Landulph Primary School – Programmes of Engagement

### Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- Home visits help to begin the partnership between parents and the school, and give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and pre-school to primary school a happy and relaxed experience. Although home visits are always offered, parents and/or carers can choose a school visit if preferred.
- Parents and/or carers are invited to join us in a learning together afternoon prior to their children starting school. Whilst the children are busy building relationships, parents and or/carers will have the opportunity to meet the head teacher and class teacher in an informal setting. The induction meeting provides an opportunity to become familiar with the environment in which their child will be taught whilst discussing the year ahead.
- Parents and/or carers are invited to an evening meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the headteacher, the class teacher and Early Years Governor. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- Parents and/or carers are encouraged to settle their child in the morning and choose an activity or resource to use with their child.
- Children's work is displayed for children to show to parents and/or carers.
- Learning journeys - Tapestry (an online system) is used to share learning journeys with parents and/or carers and is available for parents and/or carers and children to access and contribute to.
- A weekly 'we have been learning' information sheet is given on a Friday to summarise new learning.
- Resources are displayed in the classroom for the child to share with parents and/or carers.
- Home learning activities are set weekly for parents and/or carers to do at home with their child through Tapestry.
- Parents and/or carers are also invited to a half-termly progress meeting in order to discuss their child's progress and target areas, with a particular focus on the Tapestry learning journey.

### Transition

Our aim is to establish a smooth and successful transition to school:

- An initial home visits to parents and/or carers in the Summer term prior to entry.
- A Foundation Class information session for parents and/or carers.
- Regular meetings with Landulph Under Fives to establish a Baseline Assessment during the Summer term prior to entry.

- Several transitions afternoons with Landulph Under Fives to ensure children feel familiar and confident with the new environment.
- A staggered intake in September to allow children to successfully adapt to the classroom routines and environment.

## Dobwalls Community Primary School – Programmes of Engagement

### Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- Home visits help to begin the partnership between parents and the school, and give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and pre-school to primary school a happy and relaxed experience. Although home visits are always offered, parents and/or carers can choose a school visit if preferred.
- Parents and/or carers are invited to an evening meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the headteacher and the class teacher. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- Parents and/or carers are encouraged to settle their child in the morning and choose an activity or resource to use with their child.
- Children's work is displayed for children to show to parents and/or carers.
- Learning journeys - Tapestry (an online system) is used to share learning journeys with parents and/or carers and is available for parents and/or carers and children to access and contribute to.
- Learning messages are shared on Tapestry on a daily basis.
- Resources are displayed in the classroom for the child to share with parents and/or carers.
- Home learning activities are set at least weekly for parents and/or carers to do at home with their child through Tapestry and we provide daily phonics activities.
- Parents and/or carers are also invited to two progress meetings in order to discuss their child's progress and target areas, with a particular focus on the Tapestry learning journey.
- Parents and/or carers receive an annual report.

### Transition

Our aim is to establish a smooth and successful transition to school:

- An initial home visits to parents and/or carers in the Summer Term prior to entry.
- A Foundation Class information session for parents and/or carers.
- Regular meetings with feeder pre-school providers to establish a Baseline Assessment during the Summer Term prior to entry.
- Several transitions afternoons with pre-school providers to ensure children feel familiar and confident with the new environment.

## Trewidland Primary School – Programmes of Engagement

### Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- For many pupils, the 'Trewidland Experience' will start with a weekly Toddler group held in the school and/or pre-school.
- In the summer term we will visit, at their setting, any pupils joining us from other settings.
- Parents and/or carers are invited to a meeting in the summer term, prior to their children starting primary school. They will have the opportunity to meet the headteacher and the class teacher. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- To promote independence, on arrival at school we encourage parents and/or carers to allow their child to walk in to school with other pupils.
- Children's work is displayed for children to show to parents and/or carers.
- Learning journals are shared with parents and/or carers and is available for parents and/or carers and children to access and contribute to.
- Resources are displayed in the classroom for the child to share with parents and/or carers.
- Home learning activities are set at least weekly for parents and/or carers to do at home with their child and we provide daily phonics activities.
- Parents and/or carers are also invited to two progress meetings in order to discuss their child's progress and target areas, with a particular focus on the learning journey.
- Parents and/or carers receive two reports.

### Transition

Our aim is to establish a smooth and successful transition to school:

- An initial home visits to parents and/or carers in the Summer Term prior to entry.
- A Foundation Class information session for parents and/or carers.
- Regular meetings with feeder pre-school providers to establish a Baseline Assessment during the Summer Term prior to entry.
- Transitions afternoons with pre-school providers to ensure children feel familiar and confident with the new environment and during the year all children and parents and/or carers of Toddler Group and Pre-school are invited to events like Sports Day and performances.