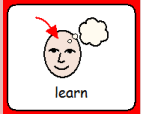

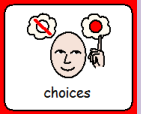





***‘To provide a foundation for fulfilled lives, inspiring confident and happy learners’***

Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

# Early Years Foundation Stage Policy

Document Adopted By Governing Body

Signed (Chair):

Date: September 2023

Print Name:

Date of Next Review:

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## Statement of Intent

It is our **intent** at Dobcroft Infant School to provide a safe, challenging and stimulating environment where children are encouraged to make decisions, and to be independent and self-confident learners. Our curriculum is broad, balanced, creative and relevant, and provides firm foundations for further learning and development through Key Stage One and beyond, and is based on the understanding that children develop at different rates. Staff are knowledgeable and understanding of the end points for the different areas of learning in the EYFS Framework, and through carefully planned activities and high quality interactions with staff and peers, alongside high quality continuous and enhanced provision, we support children working towards these end points. We encourage children to be curious, active learners who take ownership of their environment and their learning, and our use of effective 'In the Moment Planning', alongside our long term plans, allows staff to follow children's interests, scaffold learning, and deepen understanding of concepts and ideas brought about through play.

We pride ourselves on the great relationships that we establish with our families and community from the outset, and value their contributions both to their child's learning and development, and to the wider school community. Parents are asked to contribute to their child's learning journey at Dobcroft regularly through parent consultations, school visits, home learning activities, and open and honest dialogues with staff.

## 1. Aims

Dobcroft Infant School aims to ensure:

- Children access a broad and balanced curriculum that is in line with the statutory framework for the EYFS.
- Staff create environments that enable and develop learning, and that are safe and secure.
- Children are recognised as unique and individual, and that they develop in different ways and at different paces.
- Learning experiences reflect the interests and needs of the children and that they build on existing knowledge and understanding.
- Quality and consistency in teaching and learning gives all children the opportunity to make good progress.
- Pupils, parents, and staff feel valued and respected as part of our school community.

## 2. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy also operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Phonics and Early Reading Policy
- Toileting and Intimate Care Policy

### 3. Structure of the EYFS

Dobcroft Infant School and Pre-School has a 26 place pre-school for children aged three (eligible to start the term after they turn 3), and three Foundation Stage 2 classes, each with 30 places.

Preschool children who are eligible to the 30 free hours of funding are welcome to use it in our pre-school. However, the lunch break is outside of the funded hours and is charged per day for staff cover. If a meal is provided by school, an additional charge is made.

There is an EYFS Leader who is a member of the Senior Leadership Team. There is at least one member of staff with current Paediatric First Aid qualifications on site at all times.

Pre-School Staffing:

- A full time preschool teacher who has QTS, 1 full time teaching assistant and 2 part time teaching assistants.

Foundation Stage 2 Staffing:

- Each class has two part time teachers (job share)
- Each class has the equivalent of one full time Level 3 teaching assistant

Children in our Foundation Stage can attend our before and after school club (DASH) subject to availability. This is privately maintained and all attendance, arrangements, and communications regarding this must be sent directly to the DASH Manager (as per information provided to parents on admission).

After school clubs are made available to Foundation Stage children on the second half term of the school year. These clubs are charged per week or per half term and are run by external providers. Children may attend multiple clubs but spaces are limited. The school office open bookings for these clubs half termly, and parents can reserve a space for their child and pay via Parent Pay.

### 4. Roles and Responsibilities

The governing body is responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the required action taken when there are safeguarding concerns about a child and staff safeguarding training requirements, as addressed in the school's Child Protection and Safeguarding Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- **Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.**

The EYFS Lead, in conjunction with the head teacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff, and volunteers are responsible for familiarising themselves with and following this policy.

## 5. Curriculum

Our EYFS setting follows the curriculum as outlined in the latest version of the EYFS statutory framework (September 2023).

Four overarching principles shape our practice. These are:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn 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 (SEND).

In partnership with parents, the school promotes the learning and development of children to ensure that they are ready for the next stage of their education. By observing children in provision, staff notice and then plan for learning opportunities that reflect these needs and interests. This ensures that we provide each child with a challenging and enjoyable foundation stage experience. When planning and implementing the above, the school will ensure that the activities and experiences planning have regard to three characteristics of effective teaching and learning (EYFS Statutory Framework). These are:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use

There are seven areas of learning and development that must shape education programmes in EYFS settings. These areas of learning and development that are equally important and inter-connected. They are split into two sections – prime and specific:

The prime areas are:

- Communication and language
  - Listening, attention and understanding
  - Speaking
- Physical development
  - Gross motor skills

- Fine motor skills
- Personal, social and emotional development
  - Self-regulation
  - Managing self
  - Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
  - Comprehension
  - Word Reading
  - Writing
- Mathematics
  - Number
  - Numerical patterns
- Understanding the world
  - Past and present
  - People, cultures, and communities
  - The natural world
- Expressive arts and design
  - Creating with materials
  - Being imaginative and expressive

### Learning through Play

Dobcroft Infant School recognises the importance of play in developing cognitive, imaginative, creative, social and emotional skills. We aim to provide a safe, exciting environment (both indoors and outdoors) which allows children to explore their own ideas and apply what they have learned in different situations. A careful balance of child initiated and adult led activities allow staff to become involved in play. Skilled staff observe, listen, join in with, and enhance play to support children to develop their understanding and move learning forward. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Interventions are planned for those children with additional needs, and those who need further input in various different areas of the curriculum. This planning and grouping is updated regularly to ensure that the correct children are accessing additional support.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning in the next stage of their education.

## 6. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake an assessment of the level of each child's development at certain stages.

For preschool these are:

- Informal baseline assessment at the start of the year - staff work one to one with each child to find out for example; whether they can recognise and write their own name, the stage of their motor skills development, and whether they can listen to and respond to short instructions.
- Informal end of year assessment – staff look back over the whole year and at each child's individual learning journey. This information is shared with their Foundation Stage 2 class teacher, and with parents, in preparation for the next stage in their education.
- During the final weeks of the school year time is allocated so that the child's current teacher and teaching assistant/s meet with the child's new teacher and teaching assistant/s to pass on any key information.

For Foundation Stage 2 these are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Foundation Stage 2.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.
- During the final weeks of the school year time is allocated so that the child's current teacher and teaching assistant/s meet with the child's new teacher and teaching assistant/s to pass on any key information.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record certain achievements in order to plan teaching and where this is beneficial for building knowledge of children.

## **7. Partnership with Parents**

Partnership with families is central to our practice. Staff recognise the importance of taking a holistic view of every child, and we invite parents to regularly share in their child's learning journey by asking them to send in WOW moments for achievements at home. We seek to start building relationships with parents from the term before their child starts school, through clear communication and the initial visits and information sessions. We do this in a range of different ways, which range from communication with home to inviting parents into the school setting. These include:

- Introductory sessions
- Stay and play sessions
- Reading books shared between home and school
- Monthly newsletters
- Parent workshops
- Parents consultations

As a school, our lines of communication with staff are always open. Parents have opportunities to speak with staff when dropping off and collecting their child, through email correspondence, and also through termly parent consultation meetings. Those children who require additional support on their journey through school may also be offered further meetings with their child's class teacher, other professionals in school, or outside agencies such as the Family Inclusion Service.

## **8. Transition**

We work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Early Years Leader speaks with all pre-schools in the summer term prior to the children starting school. The class teachers observe children in their pre-school settings and we invite the children to join us for stay and play sessions in the summer term. Class teachers and teaching assistants carry out home visits during the autumn term before the children start in their new classes the following week.

As the children prepare to enter KS1, the Early Years team meet with the Year 1 teachers to discuss the end of year data and the needs of individual children. Children with additional needs receive a more gradual transition, visiting their new classroom often during the summer term, and parents meet with their child's new class teacher within their review meeting in order to ensure a smooth transition into Year 1. These discussions help the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children will also spend time with their new teacher in the Year 1 classroom during our whole school transition days in the summer term.

## **9. Monitoring and Review**

This policy will be reviewed at least every three years. After each review, the policy will be shared with Orlaith Firth, the EYFS Link Governor, and the Governing Board.