



Fixby J&I School

Early Years Foundation Stage Policy

Preparing our children for their future.

*Encouraging them to be confident, successful
and responsible individuals, ready to
thrive in modern society.*

Statutory Policy			Website	
Yes			Yes	
Date Written	Written by..	Ratified by..	Ratified on..	Next Review
January 2021	R. Day	S&E		January 22
Date of Review	Reviewed by			
Jan 22	R.Day	Angie Baggley (EYFS Gov)	Jan 2022	January 23

EYFS Policy

January 2022

1. Rationale

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

At Fixby Junior and Infant School 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 Fixby 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. Aims

We aim to support all learners to become independent 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 Fixby J&I School, 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.
- Help to develop children's life skills, form positive relationships and have first-hand experiences both in and out of school.
- Provide regular opportunities to develop in an Outdoor environment, appreciate being outdoors and learn forest school skills throughout the year.

3. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

We began using the new [EYFS Profile Framework from September 2021](#).

4. Structure of the EYFS

Children enter our EYFS setting the September following their fourth birthday. They spend three terms in Reception before moving on to Year 1.

Our EYFS Team is made up of two full time members of teaching staff and two Educational Teaching Assistants.

The school day runs from 8:40am until 3:00pm.

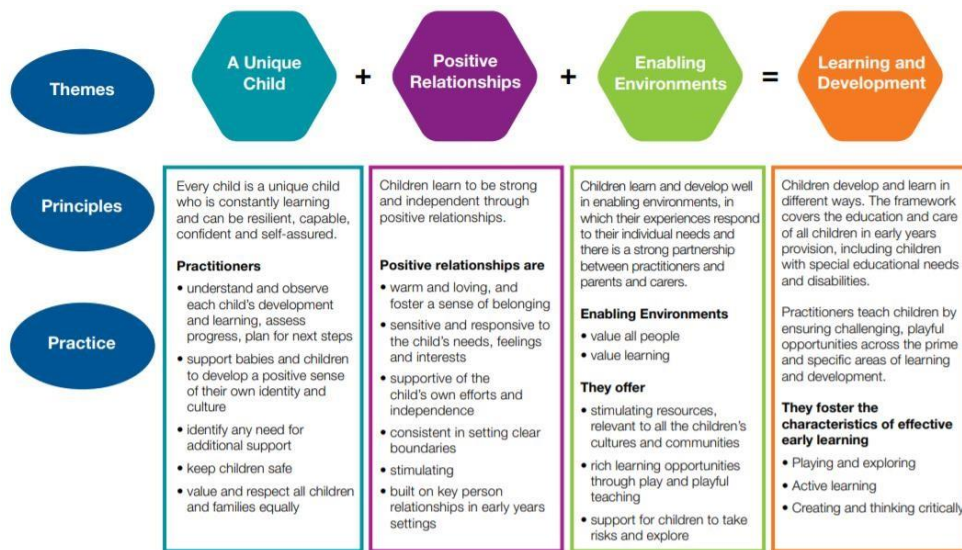
The curriculum is delivered through focused adult-led tasks and child-initiated play.

Play is highly valued here at Fixby as the best way of engaging children, moving their learning forward and providing them with appropriate levels of challenge.

5. The EYFS Curriculum

The Early Years Foundation Stage is based on four themes:

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



Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. In September 2021 we moved to the new EYFS Framework.

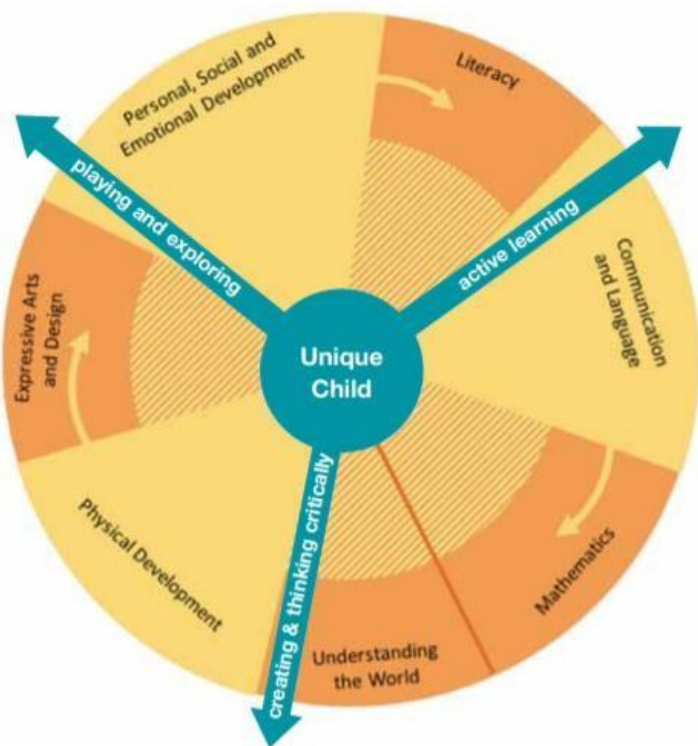
The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

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

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



Prime areas are fundamental, work together, and move through to support development in all other areas.

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

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Characteristics of Effective Learning underpin our curriculum.

Playing and Exploring

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

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. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

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.

6. Intent

At Fixby, we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in the current year group. We are passionate about children leading and engrossing themselves in their learning.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Fixby J&I School, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy.

At Fixby J&I School we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

Emotional literacy is fully embedded in the curriculum. Opportunities are sought in all aspects of the school day to understand and express emotions and feelings.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We following children's interests and ideas to foster a lifelong love of learning both in and outside of school.

We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. We go on visits to support this. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project.

The curriculum is planned and sequenced to build on and develop knowledge and skills taught throughout the year. This is reflected in the adult-led curriculum and the classroom environment. 'Fixby Milestones' have been introduced which reflect the EYFS curriculum and set expectations for all children to achieve before the end of their Reception year.

By the end of the Reception year our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.



7. Implementation

The curriculum is arranged in four themes, based on the seasons. The start and end point is fluid to reflect the changes in the world around them. Learning outdoors is a key driver in the Fixby EYFS curriculum. The local woods and the school grounds are the extended classroom. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision

Children learn through a balance of child-initiated and adult-led activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We use the 'Power of Reading' as a driver for literacy and topic. Texts are carefully chosen to offer both cross curricular depth and to develop the pupils oracy, vocabulary and comprehension.

Phonics

We follow the DfES's Letters and Sounds programme to ensure consistency across the school as well as Jolly Phonic songs for mnemonics. Pupils access daily Phonic sessions. In the first instance these are whole class, but are differentiated as the pupil's progress at different rates.

Pupils initially build on their knowledge of Phase 1 and are then introduced to Phase 2 and 3 where they will develop GPC and segmenting and blending skills to decode words, captions and sentences and then Phase 4. Reading books are set to reflect each of the Phonic phases. Children start with wordless books and once they have developed blending skills, they are given 'word boxes' which match the set of sounds they are confident with.

Children are encouraged to read at home and are listened to regularly in school. Once they are competent at blending to read single words, they are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics

In Reception we follow the White Rose Maths Scheme of work. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. In addition, we have a higher than average number of children on EHCPs, where bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we offer CPD on effective observations, in order to understand where pupils are, and their 'next steps,' for learning.

8. Impact

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

At Fixby J&I School, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reaching expected levels (emerging)

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a **baseline test**. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

We have a whole cohort approach with both classes. Both class teachers attend Pupil Progress Meetings together, as the whole team is responsible for ongoing assessment and work with all children.

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.

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 teachers and ETA's and all are skilled at recording and assessing observations. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps progress records and online learning journals for each child. These can be accessed by parents, teaching staff, subject leaders and the schools' SLT. The SEMH Leader can also access their journals before and well-being or mental-health interventions take place.

The child's next teacher uses this information to make plans for the year ahead.

Reporting to Parents

Parents have on-going access to Tapestry to view their child's progress and achievements.

Termly reports are sent to parents, informing them of their attainment and progress in relation to national expectations and identifying strengths and areas for development. At the end of the year, parents receive a more detailed report, which highlights the child's strengths and development needs in relation to the characteristics of effective learning and their achievements and next steps in each of the 7 areas of learning and development.

9. Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents / carers.

Parents/Carers are kept up to date their child's progress and development throughout the year. Parents have access to their child's online profile through Tapestry. This provides a progress check to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Communication with parents is through the school website, school App and Facebook.

At Fixby 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 our open afternoons and induction meetings.
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing Reception at Fixby.
- Outlining the school's expectations in the Home-School agreement.
- Inviting parents/carers and children the opportunity to spend time in Reception Class for induction visits before starting school.
- Providing an induction meeting for 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 early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Home-School Diary and school newsletters.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Regularly updating Tapestry, using memos and planned activities for any home learning or messages.

- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception. Cycle reports will be sent home at the end of each assessment cycle on Tapestry.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc. We arrange half termly 'stay and play sessions'.
- We offer Parent Reading once a week after October half term, the parents are invited to come in and read or access our provision with their child. Parents are also offered the opportunity to join the school Parent Teacher Association.

10. Safeguarding & welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Transition

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

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 handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Look at the school uniform and book bags
- Explain the arrangements for the gradual induction in to reception New class sessions
- Share the EYFS Curriculum

The children are given three opportunities to come in to school to meet their new class teacher and other children in their class.

- In the summer before intake. The nurseries are invited to bring their children to school on given dates for a 'stay and play session'. This means that before they join their new class the Reception environment is already a familiar place to them. Arrangements are also made for the children's new class teacher to visit them in their current nursery setting.
- In the same term children are invited by themselves for the afternoon to attend a story session and Adventure Friday to explore the school grounds.
- They will spend the morning in their new class with parents in a 'Stay and Play' session. Parents are strongly encouraged to stay with their child during this time. See the setting, meet the teachers and staff and be taken on a wider tour of school by the school prefects if they have not had the opportunity to look around.

The teaching staff will also complete home visits during this term.

September Intake

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

The children are split into two groups, often using nursery settings as groupings. Starting school in smaller groups allows the children and staff to develop effective relationships.

The vast majority of pupils starting at Fixby, have accessed pre-school settings and so, we start with full days from the beginning, albeit in smaller groups. This allows pupils to have an understanding of the 'whole school day' from the beginning. The children come in small groups for their first 3 days, after which the whole cohort is in.

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. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

Safeguarding for a more detailed policy, please read the 'Safeguarding and Child Protection Policy'
<https://www.fixby.org/policies/>

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.

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.

Pupils are encouraged to help prepare the snacks and learn cutting and slicing skills.

We encourage the children to be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. We have raised the profile of Oral hygiene with this as a new focus in the Early Years.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, cleaning after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins reception at Fixby J&I School.

11. Links to other Policies

- Child Protection and Safeguarding Policy
- Accessibility plan
- Positive Behaviour Policy
- Equality Policy
- Intimate care policy
- Medical needs policy
- Promoting Children's Emotional Health and Well-being Policy
- Schools Education Visits Policy
- Teaching & Learning Policy