

ALPINGTON & BERGH APTON CHURCH OF ENGLAND VA SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

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APPROVED BY THE GOVERNORS: January 2014

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Early Years Foundation Stage Policy – Spring 2014

Aims/Ethos

We believe that our pupils' first experience of school is very important and needs to be successful and positive. The Foundation Stage is of key significance in providing each child with high expectations of learning, confidence and success. We want to ensure that every pupil:

- Develops as an individual, is able to think independently, is confident at working in groups and has effective social skills
- Enjoys their learning and feels confident to contribute ideas and take on challenges
- Fosters a curiosity about the world and a sense of responsibility to their community
- Understands their own capabilities and values and is respectful of those of their peers
- Is happy and establishes enduring habits of accomplishment and success

Admission

Children can apply for a place at Alington & Bergh Apton VA Primary using the Norfolk County Council application form. Applications must be returned by 31st December and notification of a placement will be given in April for entry the following September. In the event of over-subscription, the school's criteria for admission is specified in our school brochure. Appeals can be made following an unsuccessful application.

Induction

The school has Open Days in the autumn term to encourage parents and their children to look round the school and see learning in progress.

They are also formally welcomed to visit the school individually before starting. A senior member of staff, usually the head teacher, is available by appointment to show families around the school, answer questions and discuss issues of interest. We feel this is very important as each family needs to be confident they have found the right school for their child.

New children and their families are invited to make pre-school visits at various times during the year, specifically to see the school Christmas play, to Sports Day and to fund-raising social events such as fetes and BBQs.

Later, the children have several half-day visits to the school in the summer term before commencing school, in order to become familiar with the classroom and some of the routines they will be using.

Home visits take place at the end of the summer term prior to starting school, to establish relationships with the new children and to give parents an opportunity to discuss any concerns.

Alpington EYFS staff may visit pre-school settings to meet the children, parents and Key Persons.

In September, as they start, the children currently all begin school from the first day. Although a staggered entry has advantages in many settings, we feel that with a mixed aged class and with relatively low numbers of FS pupils, we are able to settle the children in more effectively this way. A staggered entry may be considered if other circumstances arose.

All pupils are offered a full time place from September, however, individual needs are taken into account and many parents choose to start their children part-time, especially if they have summer-born pupils, where they feel a full day at school may be inappropriate.

Curriculum & Provision

The children are following the Revised Early Years Foundation Stage curriculum using the guidance materials "Development Matters" during their reception year. This continues on from their pre-school experience and allows them to graduate to a primary school structure within the safety and familiarity of foundation stage practice.

Provision in the EYFS is organised to promote *Learning and Development*, underpinning the key considerations of *The Unique Child*, *Positive Relationships* and *Enabling Environments*.

The revised EYFS organises the curriculum into 7 Areas; **3 Prime Areas** and **4 Specific Areas**. Within these there are 17 aspects for planning and assessment consideration. The Prime Areas are fundamental to all other areas of development and comprise **PSED, Physical Development, Communication & Language**. The Specific Areas include the essential skills and knowledge of **Literacy, Numeracy, Understanding the World and Expressive Arts & Design**. The opportunities and experiences offered to the children throughout their reception year are designed to foster the **Characteristics of Effective Learning**, identified as:

- **Playing & Exploring**
- **Active Learning**
- **Creating and thinking critically**

EYFS pupils at Alpington are in a class of mixed-age and mixed-stage pupils, and numbers vary each year. Currently, in 2013-14, we have 17 EYFS and 6 Y1 pupils. The planning and learning opportunities therefore, are tailored to accommodate both the Foundation Stage and Key Stage One curriculum. We feel that the interaction between the mixed year groups has a very beneficial effect on the children's learning. As there is often a transitional overlap needed by pupils at different developmental stages, planning reflects and incorporates both curricular.

Assessment

Children's development will be assessed through observations and recordings of their learning, in all 17 aspects of learning on entry to the reception class and throughout the year. All adults working with the children will contribute to the assessments & observations. Parents and the children themselves are invited to contribute, so that a fully rounded picture of each child's development can be made.

Parents are informed of development and progress formally at Parent Meetings, in a written end of year report and, informally, on a daily basis.

The observations are used to complete an EYFS profile summary which is completed in June each year.

Data from the profiles is used by the SMT to identify areas of progress/concern. It is also passed on to Norfolk LA for analysis and record keeping.

Partnerships

Parents are encouraged to take an active role in the involvement of their child's education from the beginning of the EYFS. We anticipate that a close working relationship built early on will continue to benefit each child throughout their time at Alington Primary.

In addition to preparation meetings and visits to the school before the Reception Year, parents are invited to workshops and given information to support the foundation stage curriculum. Formal Parent/Teacher meetings in the first half-term are arranged to discuss the settling in and progress of each pupil.

Parents are welcomed into class and are aware that they can approach a member of staff at any time to check matters arising. Regular outings and events are organised with encouragement for parents to accompany and help out. Help with reading or other activities enables them to participate in the EYFS curriculum and support their children's learning.

Members of the school's governing body come into class to help out and observe learning taking place and are available to discuss EYFS matters with parents and families.

Transition

Part-time pupils are given opportunities to experience lunchtime procedures and afternoon events before commencing full time education.

During the course of the year EYFS pupils are gradually introduced to experiences involving older classes of children such as assemblies, performances, sports day etc.

Those children moving to Class 2 as Y1 pupils will spend time in the summer term prior to the change, visiting their new classroom and getting to know their teachers.

Year One staff are informed of the learning needs of the pupils leaving Class One and plan to continue their entitlement during Y1, where necessary. They are involved in observation and assessment of EYFS pupils during the year in order to be fully aware of the developmental levels and progress of their pupils. They receive a written report of the characteristics of effective learning for each pupil and a copy of their profile results.

Staffing & Training

Current staffing arrangements for the FS are:

Monday	Tuesday	Wednesday	Thursday	Friday
AM: KC (T) CG (TA)	KC (T) CG (TA)	KC (T) CG (TA)	KC (T) CG (TA)	CG (TA) MB (TA)
PM: CG (TA) MB (TA)	KC (T) MB(TA)	KC (T) CG(TA)	KC (T) CG (TA)	CG(TA) + 1

All adults working in Class One are responsible for the secure induction and progress of EYFS pupils. The key person for each pupil is not specifically named as no one member of staff is present at every session. Mrs Gotts (TA) takes a lead role in working with FS pupils and caring for their individual needs.

Staff involved in the EYFS all attend training to update their knowledge, for example specific updates on the teaching of Phonics. In addition, Mrs Gotts has First Aid qualifications. Visits to other settings and moderation meetings with FS teachers & advisers are helpful to evaluate resources and effective FS practice.

Future Plans

Recent improvements have included developing the school premises to provide increased facilities for outdoor learning in the general grounds and forming a specific outdoor area as an extension to the FS/Y1 classrooms. The school's Friends Association are committed to providing equipment and storage for the outdoor classroom and new furniture/resources to promote independent learning are being bought in from the Early Excellence Centre in Huddersfield.

Kathy Chappell. EYFS. January 2014.