



ALINGTON & BERGH APTON CHURCH OF ENGLAND VA SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

CO-ORDINATOR:

Michaela Larter

APPROVED BY GOVERNORS:

DATE FOR REVIEW:

October 2020

Ethos

Alpington & Bergh Apton VA Primary School is a partnership of children, staff, parents and governors, working together. Our pupils and their families' first experience of school are very important and need to be successful and positive. The Early Years Foundation Stage (EYFS) is significant in itself and not just preparation for the next stage. It encourages growth in the child as a whole taking into consideration all aspects of a child's life and development. In Robin Class we aim to encourage a love of learning and offer each pupil a breadth of curriculum choices so that they can develop the necessary skills to take on challenges and become independent learners.

Aims

- To provide a secure environment where all children have the right to feel safe and happy.
- To encourage all children to become independent learners.
- To encourage children to develop positive relationships with their peers and adults.
- To establish and maintain a partnership with parents.
- To support children as individuals to think independently, be confident when working in groups and have effective social skills.
- To encourage children to enjoy their learning and feel confident to contribute ideas and take on challenges.
- To encourage children to foster a curiosity about the world and a sense of responsibility to their community.

Learning and Development

Alpington and Bergh Apton Primary School offers an EYFS curriculum based on observation of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education. EYFS activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

Each area of learning and development will be implemented through a mix of adult-led and pupil initiated activity.

The class teacher will discuss any cause for concern in a child's progress, especially in the prime area of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

During assessment, if a child is found not to have a strong grasp on English, the class teacher will contact the child's parents to establish their home language skills to assess if there is a cause for concern about a language delay.

Inclusion

Alpington and Bergh Apton Primary School values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

Admissions

Children can apply for a place at Alpington & Bergh Apton VA Primary using the Norfolk County Council application form.

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions/admission-to-reception-classes>

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 also 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 fundraising 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.

Home visits take place at the end of the summer term and the first week of term, 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 Reception children start school the week after the rest of the school. This allows the Year 1 children in the class to settle and provides time for home visits to be completed. When the Reception children start school they are part-time for the first week so that they can adjust to school life gradually. 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.

Deferrals

Parents are entitled to defer their admission or request that their child attend on a part-time basis, however your child must start school on a full time basis no later than the beginning of the term after their fifth birthday.

When parents are considering putting in a request to defer their child we discuss their reasons and take the needs of the individual child into

consideration. We follow and use the advice from Norfolk County Council for guiding parents.

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions/admission-to-reception-classes>

Curriculum

We follow the Early Years Foundation Stage Curriculum (EYFS) and use “Development Matters” as guidance material. This is a continuation of the curriculum used in pre-school settings. There are four guiding principles of the EYFS which should shape practice in early years settings. These are:

- **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 a key person.
- **Enabling Environments** - The environment plays a key role in supporting and extending children’s development and learning.
- **Learning and Development** - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

The 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 Alington are in a class of mixed-age and mixed-stage pupils, and numbers vary each year. 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.

The Learning Environment

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as weather, would make outdoor activity inappropriate and unsafe. Toilet facilities are available in the EYFS classroom.

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. 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 assessments & observations. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to share the learning experiences for each child. Parents and the children themselves are also encouraged to contribute, so that a fully rounded picture of each child's development can be made.

Observations are transferred into their learning journeys where we use Development Matters to judge the age range that a child is working at for each area of learning. Children are set next steps which are shared with

parents termly and provide an achievable challenge. Next steps are changed/extended when a child has achieved them. In the Summer term a final assessment is made for each of the Early Learning Goals as to whether a child is an emerging learner, working at the expected standard or exceeding the expected standard. This final assessment is then sent to the Local Authority.

Partnership

Parents are informed of development and progress formally at parent/teacher consultations, 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.

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 consultations in the first half-term are arranged to discuss the settling in and progress of each pupil. Regular outings and events are organised and parents are encouraged to accompany and help out.

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.

Parental Involvement

At Alington and Bergh Apton, we firmly believe that the EYFS cannot function without the enduring support of parents. Parents are invited to

parent/teacher consultations; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Parents and carers are encouraged to get involved with class cafes, toy sales, story afternoons and stay and play sessions. This enables them to participate in the EYFS curriculum and support their children's learning.

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. In the summer term those children moving to Class 2 as Y1 pupils will spend time 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 Robins Class 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.

Health and Safety

Alpington and Bergh Apton Primary School takes all necessary steps to keep the children in our care safe and well.

A first-aid box is located in the Reception classroom. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. A member of the EYFS team will report an accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book.

Risk Assessment

The environment and equipment is visually assessed by an adult each morning to ensure it is safe for the children to access. This includes checking that the areas are secure, gates are closed, and resources are safe for use. The mud kitchen and sand pit are both covered at the end of each day and are uncovered again in the morning.

The garden is checked daily to ensure any plants that may be harmful are removed and the children are also made aware that they do not touch plants growing in the garden unless an adult has said it is safe to do so.

An extra handle has been added to the top of the classroom door so that it can be closed to keep the children secure in the classroom when necessary e.g. mornings when the main school gate is open.

Extra handrails have been added to the outdoor steps to support children climbing up or down them.

Staffing & Training

All adults working in Robins Clas are responsible for the secure induction and progress of EYFS pupils. Staff that are regularly involved in the EYFS attend training to update their knowledge, for example specific updates on the teaching of Phonics. All staff in school have First Aid at Work qualifications and in addition Mrs Connor and Mrs Petch have Paediatric First Aid qualifications. Visits to other settings and moderation meetings with other Early Years teachers & advisers are helpful to evaluate resources and effective practice.

Improvements

Recent improvements have included developing the outdoor area of the classroom to provide planting beds for the children to experience growing, a den and den building materials, a bug hotel and a mud kitchen. We have also had toilets built inside the classroom so that they can be accessed easily.

The school's Friends Association are committed to providing equipment and storage for the outdoor classroom and new furniture/resources to promote independent learning.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____