

TORMEAD

EARLY YEARS FOUNDATION STAGE POLICY

Introduction

The Early Years Foundation Stage at Tormead Junior School, applies to all the girls in the Reception Class, aged 4 to 5 years. (Reception) is important in its own right and girls shall be fully prepared for life in Year 1 and beyond. The Early Learning Goals set out what is expected of most of the girls by the end of their year in Reception. However, those girls who exceed the Early Learning Goals will be catered for and their needs will be met accordingly.

Girls in Reception are very much a full and integrated part of the Junior School, joining in with Assemblies from their first week and participating in activities led by visitors to the school.

Girls joining Tormead have usually already learnt a great deal and many have attended a variety of Early Years settings. At Tormead, the Early Years Education we offer the girls is based on the following principles:

- it builds on the knowledge and skills which the girls have already acquired;
- it ensures that no one is excluded or disadvantaged;
- it offers a curriculum which is both adult-led and child-initiated and provides appropriately planned experiences for the indoor and outdoor environments;
- it provides a rich and stimulating environment
- it provides a more formal education than their Nursery setting

Aims of the Early Years Foundation Stage

At Tormead we follow the strands of the Early Years Foundation Stage Curriculum and concentrate our learning opportunities on the seven Areas of Learning . The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing:-

- positive attitudes and dispositions towards their learning;
- self-confidence, self-esteem and self-awareness
- respect for others as well as themselves
- social skills and emotional well-being
- language for speaking, understanding, listening and attention
- literacy skills (reading and writing)
- mathematical skills (numbers, shape, space and measures)
- understanding of the world (people and communities, the world and technology)
- physical skills (moving and handling, health and self care)
- imaginative skills
- exploration and use of media and materials
- to prepare for Key Stage 1 and beyond

The Principles of the Early Years Foundation Stage

We believe that:-

- every girl is a competent learner who can be resilient, capable, confident and self-assured.
- the girls learn to be strong and independent from a base of secure relationships with others.

- the environment plays a key role in supporting and extending development and learning.
- the girls develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Strategies for Teaching the Early Years Foundation Stage

We are committed to providing a wide range of play activities, both indoor and outdoor, planned and child-initiated, which will promote developmental learning in all areas of the curriculum. Through play, the girls explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside others as well as on their own. They communicate with others as they investigate and solve problems. They express fears or act out anxious experiences in controlled and safe situations. We reflect on the different ways the girls learn and adapt our practice accordingly.

We aim to ensure that the girls are provided with interesting and challenging activities so that they work towards achieving their full potential and develop into independent learners. Small group times are regularly carried out when the teacher has selected the time to encourage a particular aspect of learning. The teacher may introduce a particular material, skill or idea and presents differentiated tasks.

Whole class teaching sessions also take place From the very start of Reception, a more formal approach to teaching takes place preparing the girls for the transition to Year 1. A reading book is sent home each day and more able readers have access to the Year 1 books. An extension reading group takes place weekly.

Strategies for Assessment, Progression and Continuity

Regular formative assessments, based on observations, photographs and examples of work, inform everyday planning as well as provide 'learning priorities' for each girl. An individual profile/learning journey is compiled throughout the year, and, observational assessments are matched against the scales on the EYFS Profile. The girls' progress is monitored by making best-fit judgements using the Early Years Outcomes and is recorded on the tracking grids. At the end of the year, it informs the planning by the Year 1 teacher in order to support and extend children's learning as they move into KS1.

When the girls enter Reception, they are assessed using the GL Baseline assessment. This assessment deals with language, reading/phonic knowledge, and problem solving, reasoning and numeracy skills. The results enable us to plan appropriately and effectively. A second GL Baseline assessment is carried out at the end of the year, which, alongside the EYFS Profile, informs the planning for the following year. It also highlights any strengths and weaknesses for individuals/groups as well as areas of the curriculum which need to be addressed. Alongside this, girls are also assessed using the GL Baseline PSED assessment which assesses a number of other key EYFS goals such as self-confidence, managing relationships, behaviour and feelings. Also at the end of the year, the NFER assessments are carried out for Reasoning, Mathematics and English. All of these results form a baseline for tracking of the girls' progress through Tormead Junior School.

Strategies for Reporting to Parents



At the end of each term, parents are provided with End of Term Summary Reports, indicating the girls' achievements and providing an opportunity to share 'next steps'.

Parent Consultation Meetings are held in the Autumn Term, and regular Open Afternoons provide the opportunity for parents to view the girls' work in the classroom. At the end of the academic year, parents receive an annual report that comments on progress in each area of learning. It highlights the strengths and developmental needs and gives details of the general progress.

Notices are regularly displayed, informing parents of the girls' activities. Information sheets are also distributed to illustrate activities linked to themes as well as ideas for parents to support at home. This information is also displayed on the Tornead School Website.

Special Educational Needs

We aim to provide a happy, stimulating and secure environment for all children, where individual abilities are recognised.

All the girls are given the opportunity to develop skills to the very best of their ability. We believe in early intervention and provide equipment, resources and learning activities to meet individual needs.

We aim to work with parents to identify learning needs, to respond appropriately to any area of difficulty and to formulate an effective strategy to meet these needs.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the girls come from and the wider world. We regularly encourage the girls to make their own selection of the planned activities, as we believe this encourages independent learning. This is balanced with more formal learning, as directed by the teacher, in order to ensure they are ready for life in Year 1.

Photography

Girls in EYFS must only be photographed with the class camera when on school premises. When teaching EYFS in their setting, staff must leave their mobile devices outside the setting (wherever that may be).

Health and Safety

We adhere to the EYFS statutory framework which sets out the legal requirements which cover safeguarding and ensuring children's welfare, staff, premises, environment and equipment, organisation, documentation and reporting.

A Risk Assessment pertaining to the EYFS setting is checked on a weekly basis and signed by the Head of Junior School. Any issues are dealt with swiftly by a member of Junior School staff or, where appropriate, reported to and rectified by the Premises Team (in accordance with paragraph 3.54 of the Statutory Framework for the EYFS).

This policy is reviewed annually to ensure we maintain the required standards.

Date of Last Review: September 2016

