

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 to prepare girls fully 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 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 previously. 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 the nursery setting
- it fosters positive partnerships with parents and carers

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 three Prime Areas and the four Specific Areas of Learning as well as the Characteristics of Effective Learning. The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing in the girls:

- 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
- enabling choice and decision making
- 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, creative and expressive skills
- exploration and use of media and materials
- preparation 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.

Whole class teaching sessions and small group times take place from the very start of Reception. 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. We aim to ask higher order questions and provide opportunities to grow their minds through our High Performance Learning accreditation scheme, which promotes a growth mindset and characteristics, values and attitudes of more able learners. We foster their curiosity and encourage them to be engaged and active learners. .

A more formal approach to teaching takes place preparing the girls for the transition to Year 1 during the summer term. They work alongside girls across Key Stage One for creative, physical and expressive activities. (*see covid 19 appendix) A reading book is sent home each day and more able readers have access to the Key Stage 1 books.

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 using the Tapestry App and additional written observations are kept in an assessment folder. Observational assessments are then 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 in the Tapestry App. 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 by the class teacher. This assessment deals with language, reading/phonic knowledge, and problem solving, reasoning and numeracy skills. The results enable us to plan appropriately and effectively. Assessments are carried out at the end of the year, which, alongside the EYFS Profile (see covid 19 appendix**), informs the planning for the following year. These also highlight any strengths and weaknesses for individuals/groups as well as areas of the curriculum which need to be addressed. EYFS profile results are reported to the local authority. Also at the end of the year, the NFER assessments are carried out for Reasoning. 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 and Spring Terms, and regular Open Afternoons provide the opportunity for parents to view the girls' work in the classroom. (See Covid 19 appendix ***)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. A weekly Reception newsletter is written by the Reception teacher and sent to parents informing them of the girls' learning during the week as well as ideas for parents to support at home. Curriculum overviews are sent to parents each half term.

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

When starting school at Tormead and joining the Reception class, parents are given a consent form to sign if they give permission for their daughter to be photographed. Girls in EYFS must only be photographed with one of two Early Years iPads when on school premises. When teaching EYFS in their setting, staff must leave their mobile devices outside the setting (wherever that may be). Parents are not permitted to take photographs at any events involving girls in Reception. External companies may occasionally be used to take photographs/ video footage of girls in EYFS; in these cases, the company in question should provide documentation making clear the date on which these images will be permanently deleted from their files.

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 Key Stage 1. 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: 9 March 2021

COVID 19 Appendix

*Girls in reception remain in their year group bubble and do not work alongside KS1 girls for any lessons, playtimes or after care.

** EYFS profile results will not be reported to the LA at the end of the academic year due to Covid, this a not requirement this year. However, we will continue to complete EYFS profiles and report individual results to parents.

***Due to covid parents are unable to come onto the school site and into the classroom, so open afternoons have been cancelled. However, the weekly newsletter contains individual photos of the girls and of the classroom and girls' work has been sent home to be shared with parents

