



**Tormead**  
SCHOOL

## **Early Years Foundation Stage Policy**

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## 1. Introduction

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

1.2 Pupils in Reception are very much a full and integrated part of the Prep School, joining in with assemblies from their first week, joining School Council and participating in activities led by visitors to the school.

1.3 Pupils joining Tormead have usually a diverse range of skills and learning, gained by attending a variety of Early Years settings previously. At Tormead, the Early Years Education we offer the pupils is based on the following principles:

- i. it builds on the knowledge and skills which the pupils have already acquired;
- ii. it ensures that no one is excluded or disadvantaged;
- iii. it offers a curriculum which is both adult-led and child-initiated and provides appropriately planned experiences for the indoor and outdoor environments;
- iv. it provides a rich and stimulating environment
- v. it provides a more formal education than the nursery setting
- vi. It fosters positive partnership with parents and carers

## 2. Aims of the Early Years Foundation Stage

2.1 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 pupils:

- i. positive attitudes and dispositions towards their learning;
- ii. self-confidence, self-esteem and self-awareness;
- iii. respect for others as well as themselves;
- iv. social skills and emotional well-being;
- v. language for speaking, understanding, listening and attention
- vi. literacy skills (reading and writing);
- vii. mathematical skills (numbers, shape, space and measures);
- viii. understanding of the world (people and communities, the world and technology);
- ix. physical skills (moving and handling, health and self-care;
- x. imaginative, creative and expressive skills;
- xi. exploration and use of media and materials;
- xii. preparation for Key Stage 1 and beyond.

### **3. The Principles of the Early Years Foundation Stage**

3.1 We believe that:

- i. every pupil is a competent learner who can be resilient, capable, confident and self-assured;
- ii. the pupils learn to be strong and independent from a base of secure relationships with others;
- iii. the environment plays a key role in supporting and extending development and learning;
- iv. the pupils develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

### **4. Strategies for Teaching the Early Years Foundation Stage**

4.1 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 pupils 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 pupils learn and adapt our practice accordingly.

4.2 Whole class teaching sessions also take place from the very start of Reception

We aim to ensure that the pupils 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 which promote a growth mindset and characteristics, values and attitudes of more able learners. We foster their curiosity and encourage them to be engaged and to become active 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

4.3 A more formal approach to teaching takes place preparing the pupils for the transition to Year 1 during the summer term. They work alongside pupils across Key Stage One for creative, physical and expressive activities. A reading book is sent home each day and more able readers have access to the Key Stage 1 books. An extension reading group takes place weekly.

## **5. Strategies for Assessment, Progression and Continuity**

5.1 Regular formative assessments, based on observations, photographs and examples of work, inform everyday planning as well as provide 'learning priorities' for each pupil. An individual profile/learning journey is compiled throughout the year using the Tapestry App and where necessary, additional written observations are kept in their individual folders. Observational assessments are then matched against the scales on the EYFS Profile. The pupils' 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.

5.2 When the pupils enter Reception, they are assessed by the class teacher. This assessment deals with language, reading/phonics 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, 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 GL NFER assessments are carried out for Reasoning. All of these results form a baseline for tracking of the pupils' progress through Tormead Prep School.

### **2. Strategies for Reporting to Parents**

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

6.2 Parent Consultation Meetings are held in the autumn and spring terms, and regular Open Afternoons provide the opportunity for parents to view the pupils' 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.

6.3 A weekly Reception newsletter is written by the Reception teacher and sent to parents informing them of the pupils' learning during the week as well as ideas for parents to support at home. Curriculum overviews are sent to parents each half term.

Notices are regularly displayed, informing parents of the pupils' activities. Information sheets are also distributed on the Parent Message Centre to illustrate activities linked to themes as well as ideas for parents to support at home.

## **7. Special Educational Needs**

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

7.2 All the pupils 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.

7.3 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.

7.4 For further information, please see the Special Educational Needs and Disability (SEND) Policy

## **8. Resources**

8.1 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 pupils come from and the wider world. We regularly encourage the pupils 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.

## **9. Photography**

9.1 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. Pupils in EYFS must only be photographed with the school's owned one of two Early Years iPads when on school premises. When teaching EYFS in their setting, staff must leave their mobile devices and all other electronic devices with imaging and sharing capabilities outside the setting (wherever that may be). Parents are not permitted to take photographs at any events involving pupils in Reception. External companies may occasionally be used to take photographs/ video footage of pupils 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.

## **10. Health and Safety**

10.1 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.

10.2 A Risk Assessment pertaining to the EYFS setting is checked on a weekly basis and signed by the Head of Key Stage 1Prep. Any issues are dealt with swiftly by a member of Prep 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:** March 2023; minor update January 2024

**By Resolution of the Governing Body:**

MRS R. HARRIS  
Chair of Governors

MR D. BOYD  
Head

21<sup>st</sup> March 2023