

# Hillesley

## PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

# Early Years Foundation Stage Policy

<b>Approved by:</b>	<b>Hillesley Primary School Governors</b>	<b>Date: January 2023</b>
<b>Written by:</b>	<b>Mrs Tania King</b>	
<b>Next review due by:</b>	<b>January 2027</b>	

**POLICIES FOR CROSS REFERENCE – SEND, TEACHING & LEARNING,  
CHILD PROTECTION & SAFEGUARDING**

## Our Philosophy

At Hillesley CE VA Primary school we believe that **every child matters** and deserves the best possible start in life and we aim to ensure that each child is included and supported through equality of opportunity and anti-discriminatory practice. Quality and consistency in teaching and learning is essential so that every child makes good progress. We acknowledge the role of parents as a vital part of their child's development and believe that the partnership with parents is integral to the provision of high-quality early learning in school.

At this school we aim to provide a broad, balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential through school and life. Each child is unique and valued as an individual. Children become independent learners through the provision of a balance of child initiated and adult led experiences. Play based activities are at the heart of learning where first hand experiences offer a realm of opportunities to be interested, excited and motivated.

This policy is based on the requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and the age of five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the March 2021)

### The EYFS seeks to provide:

- **Quality and consistency** so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for learning and development of each individual child and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### At Hillesley our learning and development requirements cover:

- The **areas of learning and development** which must shape activities and experiences (educational programmes) for all children.
- The early learning goals that we must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- **Assessment arrangements** for measuring progress and reporting to parents and/or carers.

### Overarching principles.

There are four guiding principles which shape our practice, these are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates and covers the education of all children, including those with special educational needs and disabilities (SEND).

### The Areas of Learning and Development.

There are seven areas of learning and development that shape our educational programmes, all areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **Prime Areas**:

- Communication and language.
- Personal, social and emotional development.
- Physical development.

There are four more areas of learning through which the three prime areas are strengthened and applied.

**Specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### Characteristics of Learning.

In planning and guiding what children learn, we need to reflect on the different rates at which children are developing and adjust our practice accordingly. At Hillesley Primary School we support children in the development of these characteristics of effective learning:

- **Playing and exploring**-children investigate and experience things, and ‘have a go’.
- **Active learning**-children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creative and thinking critically**-children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### Assessment

At Hillesley Primary School, assessment is ongoing (formative) throughout the year and is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are then used to shape future planning. Staff will also consider observations shared by parents and/or carers.

We make sure that these assessments do not entail prolonged breaks from working or playing with the children or require excessive paperwork. Significant observations will be made in the learning journals.

As part of this assessment process, each child will also take part in the Reception Baseline Assessment (RBA). This is a short assessment which takes place in the first six weeks in which a child starts reception and assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form a starting point for school progress measures.

In the final term of the year, the Early Years Foundation Stage Profile is completed for each child by assessing their development against the 17 early learning goals and it will indicate whether a child has met the expected levels of development or if they are not yet reaching expected levels (emerging). These assessments are based on a range of evidence including our extensive knowledge of each child and the ELG are used to support teachers to make best-fit judgements about a child’s readiness for Y1.

The profile is moderated both internally and externally with the local cluster of primary schools.

Parents and/or carers are kept up to date with their child’s progress and development by means of regular parents’ meetings during the year and in the Summer Term parents are provided with a written summary of their child’s EYFSP, including a short commentary on the three characteristics of learning.

### Parents as Partners

At Hillesley Primary School we recognise that parents are children’s first and most enduring educators and so value the contribution they make. We believe that where there is a strong relationship

between staff and parents and/or carers children will learn and develop well. Communication is an essential part of our relationship with parents and we aim to do this through:

- Operating an 'open door' policy, key members of staff are available at the end of each school day for parents with concerns or queries.
- Communication with staff through class emails and Google Classroom.
- Regular newsletters
- Inviting all parents to school events throughout the year.
- Parent's meetings
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents; celebration worship, termly Church worship, school and class performances and open days.
- Enabling parents to have a thorough knowledge of the range of activities they tackle at school by looking at their child's learning journals which the children bring home to share each Friday.
- Providing children with tricky, phonics packs and cards to enable parents to support their child's learning at home.
- Providing parents with termly topic webs detailing the kinds of activities and areas of learning we will be exploring at school.

#### Safeguarding and welfare procedures.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” Statutory Framework for Early Years Foundation Stage 2021

It is important to us that all children at Hillesley CE VA Primary School are 'safe' and feel safe. At Hillesley Primary School, we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021 and the Keeping Children Safe in Education statutory guidance 2022. All staff attend regular Safeguarding training and are kept up to date with new legislations in line with our school's safeguarding policy and procedures.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist; we provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. As a healthy school, we participate in the free fruit and milk for the under-fives scheme. Through our curriculum, we promote basic hygiene practices such as washing hands and good oral health, as well as good health in general.

Children are expected to drink water in a water bottle brought into school. Healthy, hot lunches are provided by our catering company, or children can bring in a healthy lunchbox.

### Induction

At Hillesley Primary School we realise the importance of a positive introduction to school, for both child and parents/carers. Therefore, our admission arrangements are carefully organised and regularly reviewed to ensure that all parties are happy and confident and fully informed about all aspects of our induction programme.

Induction begins during the summer term prior to a child's entry into the Reception year the following procedures have been put in place to ensure successful transition.

- Parents are invited to a meeting to ensure they know our induction and admissions programme and are given the chance to express any concerns they may have. Parents will also have the opportunity to meet the Head teacher/Senior leadership and members of the EYFS teaching staff. During this meeting the parents are given a pack of information about school, part of this pack is an individualised booklet for each child which helps them become more familiar with our classroom setting.
- Where possible, staff aim to visit pre-school settings in the Summer term to enable them to meet each child in a familiar setting before they attend our "taster sessions"
- The children will be invited to two separate "taster sessions" to the EYFS/KS1 class. Further visits can be arranged if needed. On the second visit the children will be given their first Learning Journal which may be used during the summer holidays to record children's drawings, photographs. This is used to aid transition and planning in the autumn term.
- Induction in the first term consists of a period of part-time schooling for the first three weeks of school.

### Transition to Key Stage One

The mixed age nature of our classroom means that reception children work and play closely with both Key Stage 1 children and staff from their first days in school, this helps aid a smooth transition into Year 1. The children continue to have access to the friendship garden and take their learning journals home each week to share with their parents/carers.

### The School Community

Hillesley CEVA Primary School is a Church of England School with well established links to the local church of St. Giles. We attend regular worship led by the St Giles' clergy team. We also regularly use the church as part of our RE teaching. At Hillesley CEVA Primary School we embrace the Christian ethos and

also ensure our children learn about the wide variety of cultures and beliefs of all faiths within our society at an appropriate level for Foundation Stage children.

The school also has relationships with local playgroups, nurseries and childminders. We regularly invite local playgroups to attend school events including our welly walks.

The Governing Body take an active role in all aspect of school life and a named Governor is appointed to liaise with the Foundation Stage.

It is the responsibility of the Foundation Stage Team to follow the principles stated in this policy. The Headteacher and Foundation Stage Team will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This policy will be reviewed and approved by the Governing Board every 4 years.