

Policy on Early Years Foundation Stage

MUGGINTON CofE PRIMARY SCHOOL

Reviewed	<i>12th March 2018</i>
HT	
CoG	
Future Review	<i>Summer 2020</i>

Mugginton CofE Primary School

Early Years Foundation Stage Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

1. Introduction

The Early Years Foundation Stage (EYFS) Framework (Published 3rd March 2017), is the statutory framework that sets the standards for the development, learning and care of children from birth to five. Good parenting and high quality early learning together provide the best possible start in life enabling the children to fulfil their potential. Mugginton CofE Primary School follows The EYFS statutory Framework (23014) and the non-statutory supporting Document: Development Matters (2012).

1.1. Aims and objectives

Mugginton CofE Primary School aims to provide an effective education with a relevant, well-resourced curriculum. It seeks to work in partnership with parents and/or carers. Its practitioners aim to provide learning and development opportunities for children to progress in a caring, warm and safe environment. Each child will be valued as an individual and his/her needs will be considered at all times. Any child with Special Educational Needs will be supported. Progress will be carefully monitored to ensure that children's needs are being met. The Reception Year children will be taught alongside Year 1 and Year 2 children as part of one class with one teacher but they will receive extra support from a teaching assistant (TA) or from a Higher-Level Teaching Assistant (HLTA). All activities will be suitable for the age and learning ability of Foundation Stage Children.

1.2. The areas of learning and development

There are seven areas of learning and development. Areas of learning are interlinked.

The prime areas of learning:

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

The specific areas of learning:

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

The complexities of teaching three age-ranges and two key stages within one class will mean that the very youngest children will sometimes participate to some extent in the literacy/numeracy routine. Activities are made suitable to their age/ability. It is important in our situation that these children feel that they belong to the class. Their social, behavioural and emotional development depends very much on this interaction and involvement taking place.

2. Monitoring, Evaluation and Reviewing

Monitoring takes place on an informal, daily basis. As small groups work with the teacher or HLTA, progress and areas where further support and development opportunities are needed are sometimes recorded on paper or in a notebook before being uploaded to our electronic tracking system, Tapestry. Work is evaluated and recorded with notes for the next steps.

3. Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support.

All children are assessed using the Development matters guidance during the first six weeks in school. This is usually carried out as soon as the child is sufficiently secure in the setting.

Ongoing assessment is based on:

- observations of the child;
- discussions with the child, parents, carers, practitioners;
- evidence of work produced.

Assessment at the end of the EYFS is the Early Years Foundation Stage Profile (EYFSP) and takes place in the final term. Each child's level of development is assessed against the early learning goals. The profile indicates whether or not children have met a Good Level of Development (GLD).

4. Staff Training

All staff have access to training. This takes place when attending courses, at staff meetings or on Early Years Cluster Meetings.

5. Parents / Carers

Mugginton CofE Primary School encourages very strong links with parents and the community. We always acknowledge the vital role parents play in the continued learning of their children. Effective early years practitioners work in partnerships with parents and carers.

Parents have access to all information concerning the curriculum. They are encouraged to help their children by hearing them read, practising their sounds etc. Parents bring their children into school in the mornings and are able to speak informally with staff should they wish to. Staff avail themselves of this opportunity and may seek out parents to share good work or concerns if they arise.

Formal reporting to parents takes place three times a year either verbally or in written form.

6. Planning

See the policy on whole school planning.

7. Induction

We recognise the importance of the children feeling at home and comfortable when they are admitted into school. We make every effort to ensure the children settle in quickly by providing:

- half day visits in the term prior to starting school;
- parental visits to the school beforehand, including an information evening;
- Friday Owls' Club, a toddler session held on Friday mornings where pre-school children work and play with parents, staff and reception children. This acquaints them with the other children, the adults and the school buildings.

Mugginton CofE Primary School has a whole team approach to the education of its children in all stages. Staff, parents, Governors and children work as a team to promote a happy learning environment. We recognise that if the right foundations are laid at the earliest stage of education, the children will progress and enjoy the learning experience.