



## Grouville School

### Early Years Foundation Stage Policy & Procedures

**UNRC Article 3:** Everyone who works with children should do what is best for each child.

**UNRC Article 31:** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

**UNRC Article 28:** Young children have the right to primary education. Young people should be encouraged to reach the highest level of education which they are capable of.

**UNRC Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest.

#### **Rational:**

At Grouville school we value the importance of the EYFS not only in its own right as a unique stage of development, but also in laying the foundations for all future learning. We recognise that 'a child's experiences between birth and age five have a major impact on their future life chances' (DfES 2017) and as such we strive to achieve excellent outcomes for all pupils in our EYFS.

#### ***Grouville School will...***

- Ensure that the safe-guarding and well-being of all pupils in the EYFS is given paramount importance and that all staff are vigilant and adhere to relevant policies and procedures (e.g. safe-guarding, child protection, health and safety etc.).
- Ensure that all Staff working in the EYFS are well qualified, skilled and have a good pedagogy of how young children learn and develop.
- Ensure that our EYFS is built upon the four guiding principles: *a unique child, positive relationships, enabling environments and learning and development.*
- Ensure that Staff in the EYFS use the document *Development Matters in the Early Years Foundation Stage (non-statutory) Guidance 2014* as a means to supporting a child's learning and development.
- Be committed to providing Professional Development for all EYFS Staff.
- Ensure that all groups of pupils make good or better progress and are well prepared for the next stage of their learning journey.
- Evaluate the impact of the EYFS and prioritize areas for development.
- Provide sufficient budget to purchase resources to create a stimulating learning environment and professional reading material.

#### **EYFS Staff Members will...**

- Have a good knowledge of all relevant EYFS documents and current pedagogy.
- Plan, deliver, assess and evaluate the 7 areas of learning through a balance of high quality adult directed and child-initiated play experiences.
- Provide a safe, inclusive and dynamic learning environment both indoors and outdoors (please refer to Environment expectations).
- Underpin provision and practice with the four themes of the Early Years Foundation Stage (A Unique Child, Positive Relationships, Enabling Environments, Learning and Development).
- Recognise and promote the importance of 'play' as a powerful means by which young children learn.

***Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.***

- Encourage and support children in becoming confident, active and independent learners who have a fascination for learning and strong characteristics of effective learning.
- Take time to listen and respond to all children, respecting each child as a unique individual.
- Work in close partnership with Parents/Carers and outside agencies to ensure the best possible outcomes for each child.
- Ensure there is a gradual transition into, between and out of EYFS which caters for the needs of the cohort.
- Carry out on-going formative assessment by using a range of methods including snap-shot and narrative observations recorded on Tapestry, samples of work, photos, 1:1 assessments (e.g. Benchmarking for reading when a child is deemed ready) and information provided by Parents/Carers.
- Use Early Excellence Assessment Tracker (EEExAT) framework to assess, record and track attainment and progress and use this information to inform planning and provision.
- Complete the EYFS Profile for each child at the end of the Reception year indicating whether a child is working at an emerging, expected or exceeding level for each of the 17 Early Learning Goals and share this information with Year 1 teachers.
- Attend any relevant EYFS training and meetings and disseminate information to all staff.
- Offer and carry out home visits for all children on entry to Nursery
- Reflect on practice and be forward thinking.
- Plan visits and invite visitors in to enhance learning experiences
- Marking and Feedback - (please see separate policy)
- Effectively implement other school policies as necessary
- Monitor each child's progress and act to provide support as necessary (such as referrals to speech therapy/occupational therapy)
- Ensure all children and parents are treated fairly, regardless of race, gender, religion, ability or socio-economic status.
- Meet regularly to carry out internal moderation to ensure judgements are accurate.

#### **Parents/Carers will...**

- Be warmly welcomed into the EYFS and valued as their child's first educator
- Encouraged to work in partnership with the members of staff in their child's class.
- Invited to an Induction Evening prior to starting Nursery and Reception and Parent Workshops throughout their child's time in EYFS (e.g. Phonics)
- Be provided with two termly reviews which highlight their child's strengths and outline individual next steps (Autumn & Spring) and be provided with an end of year summary report (ELG Profile at the end of Reception).
- Have continuous access to their child's online learning journal via Tapestry where they will be able to see the ongoing observations and assessments made for their child.
- Be provided with a Weekly Update, Termly Curriculum overview and School Newsletters
- Encouraged to share their knowledge, skills and experiences with the children in the EYFS.

#### **Monitoring and Evaluation:**

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**Foundation Phase Leader will:**

- Lead the development of the EYFS, ensuring there is consistency and progression between Nursery and Reception.
- Monitor and evaluate teaching, planning and provision
- Carry out Pupil Progress meetings and analyze data, providing achievement reports
- Provide guidance and support to EYFS staff as required
- Review and monitor policies specific to the EYFS
- Report to the Head on the successes and development of the EYFS
- Set ambitious targets and keep up to date with new initiatives/ developments and resources specific to the EYFS and share within Foundation Phase meetings.

**Subject Leaders (SAs) will:**

- Provide support related to their area of responsibility when requested by Foundation Phase Leader.

**School Leadership Team will:**

- Monitor Teaching, Learning & Assessment
- Provide Support as Requested by FP Leader

**This policy should be read in conjunction with the following Grouville School policies:**

- Safeguarding
- Intimate Care
- Data Protection
- Behaviour
- Inclusion
- Digital Safeguarding

**Written & Updated by L.Arrowsmith: October 2017**

**To be reviewed: October 2018**

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