

Early Years Foundation Stage Policy

What is it? Why do we do it?

The Early Years Foundation Stage (EYFS) policy ensures that we build on children's previous experience and learning and work in partnership with parents and other concerned parties.

What do we aim to achieve?

- A smooth transition into school.
- A successful learning journey for all children in the Early Years Foundation Stage.
- Preparation for the move into Year 1.

How do we do it?

Staggered entry

To ensure a smooth transition into school we operate a staggered entry programme. This enables parents, carers and children to become familiar with the school and staff before full time attendance. The staggered entry programme is as follows:

- Early in the summer term before children start in the EYFS, parents are invited to a welcome meeting with the Headteacher and EYFS team.
- During the summer term EYFS staff visit children in their nursery or pre-school settings.
- Later in the summer term children are invited to attend a stay and play session with their family, then a story session and a play session with their class teacher.
- Parent and child consultations are held in the first week of autumn term 1.
- Children are divided into two groups for staggered entry.
- Each group attends school for half day sessions before starting full days.
- At the end of the staggered entry period, most children are expected to stay for full days, although this should be discussed with the class teacher.

Parental Involvement

We recognise the importance of forming a strong partnership with parents and are **always** pleased to discuss any matter affecting their child. We also offer informal termly sessions for parents to come into the classroom and share in their child's learning, as well as the statutory parents' meetings.

Curriculum content

The DfE document 'Early Years Foundation Stage' forms the basis of our planning, with a broad and balanced curriculum giving every child the opportunity to learn through exploration, experimentation, observation and discovery. Purposeful play is at the centre of all learning in the Early Years Foundation Stage and children have the opportunity to be involved in choosing, creating and changing their play environment. We provide a curriculum that has a balance of adult led and child initiated activities, both indoors and outdoors.

Assessment

Observations of children's learning form the basis for assessment in the EYFS and these feed into the EYFS Profile at the end of the year. Annotated photographs of children's learning and video clips are also integral to the assessment process and these, along with the observations, make up each child's individual learning diary. Each child also has their own Learning Journal which they have ownership of and can add to with examples of their own learning, and also invite their family and school staff to contribute to. Attainment on entry data is finalised at the end of autumn term 1. Data is then collated at the end of spring term 3 and summer term 5 and entered onto the school's computer tracking program.

Reporting to parents

Parents are invited to a consultation in autumn term 2 and spring term 4 to discuss their child's progress and they receive an overview of their child's Characteristics of Effective learning ahead of these meetings. Parents receive a monthly update of their child's learning through the observations in their child's digital learning diary. At the end of the EYFS year a formal report is sent home in the form of the child's learning diary with a general progress report, a commentary on the Characteristics of Effective Learning, and a target for Year 1.

Transition to Year 1

The transition to year one begins in spring term 4 when Year 1 teachers visit the EYFS classes and the EYFS children visit the Year 1 classes for story time. This process carries on throughout summer terms 5 and 6 to allow the children to become familiar with their new classrooms and teachers. The EYFS cohort moves into Year 1 classes based on their gross EYFS Profile score and their Characteristics of Effective Learning. Generally, the 15 children who have achieved the highest Early Years Foundation Stage Profile score move into the Year 1/2 class. All children in Year 1 will continue to be taught using the Early Years Foundation Stage curriculum during autumn terms 1 and 2 as appropriate.