

Rakegate Primary School



Early Years Foundation Stage Policy

Rakegate Primary School
Early Years Policy

Mission Statement

Rakegate Primary School is a happy, caring, community school which enables all children to develop their full potential academically, socially, spiritually and morally in a safe environment. We believe all children should experience an environment that engenders positive attitudes and respect towards one another and the world in which we live.

Aims and Objectives of Policy

This policy aims to ensure:

- We provide every child with a broad and balanced curriculum and the skills needed for good progress through school and life.
- We endeavour to develop social skills to ensure children are happy and become independent learners.
- Opportunities are provided for sustained activity, continuous provision as well as child initiated activities.
- A range of activities cater for different needs and learning styles.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of EYFS

Nursery

Nursery provision includes pupils aged 3 and 4 years and can accept up to 60 children (including 30 hours' provision), 30 morning (8.30-11.30am) and 30 afternoon children (12.20-3.20pm). Staff ratio is within guidelines.

30-hour provision is now available. Please check eligibility on www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds

Reception

Reception provision caters for pupils aged 4-5 years and can accept up to 60 pupils between two reception classes.

Curriculum

Early Years incorporates children working in Nursery and Reception. There are seven areas of learning that children are assessed against:

Prime areas

Personal, Social and Emotional Development – Self- Regulation, Managing Self, Building Relationships.

Communication and Language – Listening, Attention and Understanding, Speaking

Physical Development – Fine Motor, Gross Motor

These areas are important to help children build relationships, curiosity and enthusiasm.

Physical development also promotes early writing.

Specific areas

Literacy – Reading (Word Reading, Comprehension) writing

Maths – Numbers, Numerical Patterns

Understanding the World – Past and Present, People, Culture and Communities, The Natural World.

Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive.

The outdoor area is an extension of the classroom. Children will access this area daily and suitable clothing and footwear is provided. Activities are planned to relate to classroom topics. There are also opportunities for children to develop their gross motor skills during independent activities.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. An emphasis is placed on the prime areas especially with younger children.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Transition

Nursery/Reception and Reception/Year 1 work together to make the transition from Early Years to Key Stage 1 as smooth as possible. This is done through:

- Home visits/phone calls offered to all parents who are new to the setting. (safety procedures are in place for staff).
- Discussions between Nur/Reception and Rec/Year 1 members of staff to discuss individual needs.
- Staff to become familiar with cohort through visiting classrooms during Summer 2 and sharing a story.
- Transition morning/afternoon for children to meet new teachers and become familiar with a new setting.
- Up to date assessment transferred.
- Transition timetable for Year 1 in Autumn term.

Assessment

At Rakegate Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Equal Opportunities

At Rakegate Primary School we provide all pupils, regardless of ethnicity, culture, religion, gender and ability equal aspects to school life and ensure that every child is valued as an individual.

Parental links

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Therefore, Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

This is achieved by ensuring staff are always available at the start/end of a session. Curriculum information sheets are sent home every half term to outline coverage a range of meetings and workshops are planned to inform parents about the stages of learning and what they can expect to see. They are also offered the opportunity to work alongside staff to see how they can support their child. Parental consultation evenings are planned each term to discuss progress and ways to support their child. Family morning/afternoons allow the opportunity to spend time with your child completing a creative activity.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. We promote good oral health, as well as good health in general, in the early years by talking to the children about the importance of keeping themselves healthy through a healthy balanced diet and brushing their teeth. We also work alongside parents to raise awareness of what a healthy lunchbox looks like.

Date: **29th November 2022**

Responsible member of staff: **Miss S Green**

Signature:

(Chair of governors)

Signature:

(Head teacher)