

STOCKPORT GRAMMAR JUNIOR SCHOOL
Early Years Foundation Stage Policy (EYFS)
Approved by Governors 17.10.2023

Introduction

At Stockport Grammar School we recognise the importance of the Early Years as a distinct Key Stage. This document is a statement of the rationale, aims and guidelines, learning and teaching and the curriculum in the EYFS.

This policy is reviewed by the Early Years Co-ordinator. The policy is to be read in conjunction with whole school and curriculum policies.

The Early Years applies to children from birth to the end of the Reception year. At Stockport Grammar School, children can join us in Nursery, subject to assessment, at the start of term after they turn three. There are two Reception classes for children aged 4-5 years. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation stage is to provide a firm foundation on which all aspects of education are built. The Early Learning Goals set out what is expected of most children by the end of the Early Years.

The four principles of the Early Years set the standards for learning, development and care for children from birth to five. At Stockport Grammar School, practitioners use the seven principles of effective learning from Development Matters 2021: the best for every child, high-quality care, the curriculum: what we want children to learn, pedagogy: helping children to learn, assessment: checking what children have learnt, self-regulation and executive function and partnership with parents.

The Early Years seeks to provide:

- Quality and Consistency in all early years settings, so that every child makes good progress
- A Secure Foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed 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 and British values are a key focus.

Aims

Meeting the needs of our learners needs to be firmly placed within the overall ethos of our Early Years classrooms, in which the following principles are embedded:

- Learning through play
- Belonging and sharing in the peer group
- Feeling secure, cared for and valued
- Working both co-operatively and individually
- Working with appropriate challenge
- Feeling personal worth
- Learning to learn
- Experiencing a broad and balanced curriculum
- Discovering personal talent

Learning and Development

There are seven areas of learning and development for EYFS:

Prime Areas of Learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Achievement of these prime and specific areas of learning is by:

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These areas of learning are interlinked and have equal importance. In each area of learning, there are Early Learning Goals (ELGs) which define the expectations for children by the end of the Reception year.

Indoor and Outdoor Play

Play underpins the delivery of the EYFS curriculum. By providing well-planned experiences based on children's indoor and outdoor play, the staff are able to support the children to learn with enjoyment and challenge. Through this play, the children develop intellectually, creatively, physically, socially and emotionally. The toys, activities and environments in the Nursery and Reception classes are conducive to achieving this. Staff interact with the children to encourage planned outcomes or possibly a quite different learning outcome as guided by the child.

The outdoor area provides a multi-sensory learning environment, catering for individual learning styles. It offers children the chance to experiment with problem solving activities, collaborative tasks and child initiated learning opportunities. The space complements and enhance all aspects of children's development and the Early Years Curriculum.

Observation and Assessment

Observation is an integral part of day to day life in the Foundation Stage. The indoor and outdoor environments are set up so that children can have independent access to resources as well as adult led play. This enables a range of observations to be made as learning occurs. Time is taken to assess the learning and decide on next steps. Activities and opportunities and how the children will access them are then planned for.

Children are observed in adult led sessions as well as when they have initiated something themselves. It is when observing children in their play that assessments can be made as to whether they are using the skills and knowledge that have been shared with them in adult led sessions.

Assessments are mainly based on daily observations.

In Reception the staff may also use more formal assessments to find out each child's

- knowledge of letter, sound and word recognition
- Unaided/emergent writing
- Number as labels and counting, calculations, shape space and measure

An initial assessment is made in the Autumn Term using CEMS. This gives a starting point for the children when they enter Reception and is used as a Baseline. It is done within the first 3 weeks of the Autumn term.

The EYFS profile is completed for all children by the end of Reception. Results are shared with parents and at the end of the year and summer born data is sent to the Local Authority. This information is used to inform teaching and learning. Staff attend Local Authority training through cluster groups.

Staff collate and record children's achievements and progress. All staff in Reception and Nursery have access to a school iPad which they use to record observations, both written and photographic, using Tapestry. However, observations may take many other forms including e.g. written notes, annotated photographs and examples of work. These observations are shared with parents.

Progress is reported to parents formally at Parents' Evenings and in an end of year written report for both Nursery and Reception children. Rising 3's receive a parent evening instead of a written report.

Please refer to 'Using Tapestry Online Learning Journal' policy for more information.

Planning

Planning is informed by observations, interests and experiences of the children. We also aim to introduce children to new topics and ideas that will capture their interest and imagination. It takes into account seasonal events, festivals, school events and routines. All planning is and should be flexible.

Enrichment

The children in Early Years have their learning enhanced on a daily basis through the continuous provision on offer. Their education is further enriched by school trips and visits being made to school by outside agencies. Learning is further enriched through the children taking part in a Nativity play, Harvest, Sports Day etc.

Learning Development

For those children in our care who have special educational needs or disabilities, specific provision such as specialist teaching, adapted equipment or support from another adult will be provided. Wherever possible, we will endeavour to work together with staff from other agencies, such as the local community health service, the school nurse, child psychologists, etc. in order to provide the best learning opportunities for individual children. For further information, please see the school Special Educational Needs and Disability policy.

Classroom Management

In the Nursery and Reception Classes we reward positive behaviour such as helpfulness, kindness, working hard, sharing and general good behaviour with praise, stickers and rainbow awards. Each week, a child is selected to receive a 'star of the week' certificate from the Head.

Our overall aim in the Early Years is to produce confident, happy, independent children who enjoy coming to school.

For further information please see the whole school Behavioural Policy.

Health and Safety

- Outdoor classroom and play areas are checked regularly in accordance with our policies and procedures.
- Field trips are planned in accordance with the School's risk assessments, policies and procedures. Assessments are made of any likely hazards and actions to be taken are noted.
- Correct student to adult ratios are met and are invariably exceeded at all times.

- Pupils are taught to handle equipment carefully.
- Role-play is managed by staff to ensure pupils understand how to behave safely.

For further information please see the whole school Health and Safety Policy.

Parents as Partners/ Settling in

At Stockport Grammar School we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm partnership that benefits and enhances the development and well-being of their child. We involve parents and encourage continued involvement and interest by them in their child's education.

Parents are invited throughout the year to formal and informal events and welcomed into the classroom to help with a wide range of activities. At the start of each year, all parents are invited to a 'Welcome Meeting' where they are able to meet the teachers, find out about our aims and objectives and ask any questions. Parent/Teacher Consultations are held twice yearly to discuss their child's progress. However, parents are also able to make appointments to speak with the class teacher whenever required.

Every child starting Nursery in September is invited to a 'stay and play' session with a parent/carer. The aim of these sessions are for the child to become familiar with their classroom and teachers.

When children move from Nursery to Reception, they meet their new teacher in their new classroom on 'move up' afternoon and spend time getting to know one another. Reception teachers also visit the children in the Nursery classroom. The children will also visit the Reception classrooms at other sessions to play and familiarise themselves with the classroom. A welcome activity is sent home which needs to be completed by the children before they return to school in September.

When children move from Reception to Year 1, they meet their new teacher in their new classroom on 'move up' afternoon and spend time getting to know one another. The children will also visit the Year 1 classrooms at other sessions to play and familiarise themselves with the classroom. A welcome activity is sent home which needs to be completed by the children before they return to school in September. Please refer to the Transition policy for further information.

Safeguarding

The Designated Safeguarding Leads for Junior School are Mr Copping, Mr Milnes and Mrs Hampson.

Please see Safeguarding Policy.

Equal Opportunity

The school ensures that all children have full and equal access to the EYFS Curriculum, in accordance with the Equalities Act of 2010. We strive to do the best for our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion, sexual orientation or whether they are looked after children. The school believes that all pupils should have access to an education that is relevant to their particular needs and stage of development.

Within our setting, learning opportunities will be placed to help children develop their English if it is an additional language and support is provided to help them take part in other activities. This will be implemented in the following ways:

- We will endeavour to build on children's experience of language at home and in the wider community by providing a range of opportunities to use their home language so that their developing use of English and the other languages spoken support each another;

- We will provide a range of opportunities for children to engage in speaking and listening activities in English with their peers and adults;
- Where possible, we will provide bilingual support, in particular to extend vocabulary and support children's developing understanding.

The Nursery and Reception Classes aim to demonstrate through their work that they positively value and respect children of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Children of both sexes are positively encouraged by staff to participate in all activities.

This establishment considers it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves. For example:

- Toys and equipment will be chosen with differing needs of children in mind;
- Displays will show and reflect a positive image towards the world in which we live;
- Books will be chosen to meet all the children's ages and abilities and to reflect the many different lifestyles that there are in our society;
- Home corners will be changed regularly to show different cultures, races and the world around us.

For further information, please see the whole school Equal Opportunities Policy and our EAL policy.

Home school links

Links between home and school are highly valued. Parents are invited into school on a regular basis throughout the EYFS, with a New Parents' Evening, 'Meet the Teacher' evening and Parents' Consultations held in the Autumn and Spring terms. Parents receive a written end of year report. At the start of each new term information is posted on the parent portal outlining the topics/work to be covered in school and ways in which parents can support their child at home. Parents are provided with a Handbook as their child starts Stockport Grammar School. They also receive regular school newsletters and updates via email. Staff are available to parents on a daily basis for a brief, informal chat at 8.20am in Reception or 8.00am in Nursery and appointments can be made to see staff when required. Each child in Reception has a yellow reading record book and this can be used for staff and parents to communicate.

Parents are invited to contribute to their child's learning journey by informing staff of 'wow' moments, bringing certificates and awards into school to celebrate and sharing reports and information from previous settings.

Supervision of Staff

We aim to hold a weekly EYFS phase meeting. Time is allocated at weekly meetings to discuss any concerns staff may have regarding children and there is also the opportunity to share good practice at these times.

The Early Year Coordinator visits the Nursery and the Reception classes regularly to support staff, observe teaching or to monitor provision. She is available to all staff as required should an issue or concern arise.

Training opportunities are sought to reflect all aspects of the EYFS curriculum and to support staff. Cluster meetings with the LA and local Independent schools are regularly attended.

Policies particularly relevant to EYFS:

- Safeguarding (Whole School)
- Intimate Care
- Transition
- Equality of Opportunity (whole school)

- Lost or Missing Child Procedure
- Arrive and Collect procedures
- First Aid (including administration of medicine)
- Complaints Procedure
- Admissions Policy Whole School
- Educational Visits Policy Whole School
- Behaviour policy and procedure
- Anti-bullying procedure
- Learning Development
- Health and safety
- EAL

Authorised by
Chair of Governors



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17.10.2023

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Governors / teaching staff / all staff / parents / website

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