

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

## Our School Vision

Our vision is rooted in the understanding that 'A tree is known by its fruits.' (Matthew 12:33) We are committed to nurturing our children to flourish in mind, body and spirit, enabling them to become confident, creative and resilient learners who contribute positively to our local and global community.

## EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



**Committee Responsible:** Curriculum

**Date of Review:** October 2022

**Next Review:** October 2024

### Contents

1. Legislation
  2. Aims and Principles
  3. Structure of the EYFS
  4. Curriculum
  5. Assessment
  6. Working with parents
  7. Safeguarding and welfare procedures
- Appendix 1. List of statutory policies and procedures for the EYFS

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

## 1. Legislation:

This policy is based on requirements set out in the Early years foundation stage (EYFS) statutory framework that took effect from September 2021. [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/94222/Statutory_framework_for_the_early_years_foundation_stage.pdf)

**“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.”**

**“Four guiding principles should shape practice in early years’ settings. These are:**

- **every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;**
- **children learn to be strong and independent through positive relationships;**
- **children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;**
- **children develop and learn in different ways and at different rates.”**

## 2. Aims and Principles

Doves	EYFS	Vision	Statement:
-------	------	--------	------------

We aim to provide a safe, inclusive and stimulating environment for children, where they feel a sense of belonging and value as an individual. We nurture positive relationships and learning is embedded through quality play, interactions, stories and conversations. Children have opportunities to take risks, follow their creative instincts and develop confidence and self-belief. We encourage children in their curiosity and awe of the world around them, to develop their understanding of their place in their local community and global context. We support children to become resilient and successful learners where they can achieve their unique potential.

This policy aims to ensure:

- We make every effort to ensure that all children feel included, secure and valued.
- The experiences we provide build on what children already know and can do.
- We work in partnership with parents.
- We meet regularly with other Foundation Stage practitioners in our local cluster.
- Our curriculum recognises children’s different starting points and is relevant to their different needs. It has been developed in consideration of our local context and children’s interests.
- We provide opportunities for children to engage in indoor and outdoor activities including those planned by adults as well as activities that they plan or initiate themselves.
- The learning environment is organised and stimulating and includes pictures and other work done by the children.
- We play an active part in the life of the whole school.
- We seek to develop the whole child, nurturing each child’s spirituality within a Christian environment.

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

## 3. Structure of EYFS

### Staff and Responsibilities

The Foundation Stage unit has 2 qualified teachers and two Teaching Assistants. On occasions an HLTA may cover a teacher, but primary responsibility remains with the qualified teachers and supply cover will usually be provided by a qualified teacher.

The Teachers are responsible for:

- the day-to-day running of the class
- planning in collaboration with support staff
- assessment and reporting to parents, the Head of Schools and the Executive Headteacher
- coordinating with other members of staff in the school and with Foundation Stage practitioners elsewhere
- supporting the Teaching Assistants (TAs) and Learning Support Assistants (LSAs) in ensuring the school's policies and practices are delivered to a high standard
- making professional observations and assessments

The Teaching Assistant assists the teacher to deliver the curriculum by:

- assisting with the organisation of the classroom and resources
- assisting the teacher in setting out and clearing away equipment
- working with individuals, groups and occasionally the whole class under the teacher's direction
- making planned and unplanned observations and assessments, reporting them to the teacher and wider team in team meetings, and updating classroom Floor Books and RE books
- chatting informally with parents and exchanging basic information (discussion about specific concerns regarding a child should be referred to the teachers)
- dealing with minor First Aid problems in the class
- contributing to planning and attending team meetings

### Organisation of Classes

The Foundation Stage is run as an integrated unit: 'Doves', with the children divided into two registration groups, the Turtle Doves and the Barbary Doves, each of which is assigned a qualified teacher. Grouping for teaching can take place within or across registration class groupings as appropriate. Currently each child's registration teacher takes primary responsibility for that child, although all adults work with all the children. Where there is a teacher job-share, the primary responsibility for the children in that registration group is divided between the teachers. There is a minimum of four adults per forty-five children, made up of qualified teachers and teaching assistants. The team work closely together for the benefit of the children. Other unqualified assistants (e.g. trainees and volunteers) may provide additional assistance under the supervision of qualified staff.

The learning environment allows for flexibility in grouping the children in a variety of ways for

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

activities. More details on how the unit is organised is given in Appendix 1.

## 4. Curriculum

We follow the DfE Statutory Framework for the Early Years (EYFS) 2021 and the Non-statutory guidance for the Early Years Foundation Stage, Birth to 5 Matters ([Birth To 5 Matters](#)). We provide the children with a broad and balanced range of experiences appropriate to their stage of development and covering the seven areas of learning. Learning activities are often grouped together to form cohesive themes.

Our learning culture is a 'Growth Mindset' one which closely links to the Characteristics of Effective Learning. We teach children to recognise that making mistakes is part of learning. We encourage them to begin to evaluate their own progress, and to discover the intrinsic reward of learning for its own sake. We encourage them to develop independence, both practically and in their thinking.

We refer to the same 'Growth Mindset' animal characters that the rest of the school use, to motivate and recognise children's attitudes and achievements.

These are:

Persevering Penguin  
Challenge Cheetah  
Independent Iguana  
Curiosity Cat  
Not yet Yeti

The daily structure includes some whole school routines including lunchtime routines and the children follow the same phonics program as the KS1 children. Foundation Stage children build up towards attending 'whole school singing' and 'Celebrations' Collective Worship and other Collective Worship sessions when appropriate.

The seven areas of learning are all developed through both adult-led activities and child-initiated play, making full use of the classrooms and outside area, and consist of three Prime areas and four Specific areas.

The Prime areas underpin all areas of learning and consist of:

- **Communication and language** – we provide activities that allow the children to communicate effectively in a range of situations by encouraging the children to listen attentively, ask questions to develop their understanding, and use talk to develop their thinking and expression. We provide a language-rich environment to extend their vocabulary and develop their interaction skills.
- **Physical Development** – the children take part in PE lessons including games, gymnastics and dance. They run a 'daily mile' in the mornings to help aid fitness and concentration levels. We help them to develop an understanding of how their bodies work and how to be healthy and safe, including oral hygiene. They play on outdoor apparatus and wheeled vehicles. Fine motor skills are developed through adult-led activities including modelling with dough and cutting out, as well as through independently selected activities. Children also strengthen their fine motor skills by taking part in regular 'Dough-Disco' activities.

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

- **Personal, Social and Emotional Development** - We enable the children to become valued members of the class and the school. We teach them how to co-operate and work harmoniously alongside each other with mutual respect. We develop their concentration skills and persistence through structured and play-based activities. We help children develop their self-regulation and resilience, through a safe and nurturing environment, structure and routine, positive relationships with adults and referencing Characteristics of Effective Learning and Growth Mindset attitudes.

The Specific areas consist of:

- **Literacy** - We teach reading and writing skills in a range of contexts and give them experience of a rich variety of books. The teachers and TAs read with individual children each week, and parent helpers are encouraged to volunteer. Reading is recorded in children's individual reading records by both staff and parents when they read at home.  
Direct teaching of writing skills takes place in class groups, small groups and sometimes individually. Regular hand writing sessions take place as a class, the majority of the children learn the pre-cursive style letter formation. The children are encouraged to practice and extend their writing skills in their self-chosen activities. Once the children have settled in, a short phonics session takes place daily. We following the same Read Write Inc. phonics scheme as the rest of KS1. We follow a 'stage not age' structure for grouping, the groupings are reviewed by the Reader Leader every 6 weeks and children are placed in the most appropriate group for their stage.
- **Mathematics** - This takes place through practical activities and discussion, and, as well as practising mathematical skills and language, children learn how to apply them in 'real life' mathematical situations. Mathematical recording is modelled by staff, and they begin to learn to record their work at a level appropriate to their stage of development. We use the White Rose scheme and Maths Mastery guidance to support our planning of adult led activities and provision enhancements, for both indoor and outdoor play-based learning.
- **Understanding of the World.** Children are encouraged to show curiosity and to explore and find out about the world in which they live, and significant people in their lives. We give them opportunities to develop early scientific skills. They use resources such as the programmable Bee-Bots, iPads, and the classroom computer to develop a range of Computing skills. The topics in our curriculum aim to look at similarities and differences in a wide range of contexts, encouraging diversity and tolerance of different ways of doing things.
- **Expressive arts and design** - the children have access to percussion instruments in their play as well as having structured music sessions. They are taught a wide range of songs within the class and join in with Whole School Singing. They are given a wide range of art activities through which they learn new skills and experience a variety of media, and have daily access to a range of materials to explore and with

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

which to develop and express their own ideas and feelings. Classroom resources include malleable materials such as Play-doh and clay, modelling kits such as Duplo as well as materials for junk modelling. They take part in dance; movement and roleplay activities and are given the opportunity to perform to others by taking part in the school's Christmas production and contributing to the Harvest and Easter Collective Worship occasions. Children have access to the roleplay corner in the unit, the theme changes to suit each topic.

## Starting School

We accept children into school during the year of their 5<sup>th</sup> birthday. From September 2011 all children have been offered the opportunity to start in September. Children become members of the Doves class and are assigned to one of two registration groups, Barbary Doves and Turtle Doves, balancing the mix of boys and girls, and ages in each of the groups. We make the transition from pre-school settings as smooth as possible in the following ways:

- Parents are welcome to visit the school and meet the Executive Headteacher or Head of Infants before admission.
- An information meeting is held for parents in the term before the children are due to start.
- Visits are arranged for a Reception class teacher to meet each child at home.
- The children spend two familiarisation half day sessions in school before entry.
- Where possible we liaise with practitioners from our feeder pre-school settings.
- High need pupils are visited in their pre-school setting.
- Records are received from our feeder pre-schools.
- After a short period of half-day attendance, the children may attend full-time; parents have the option of continuing half-day attendance until the term after the child's 5<sup>th</sup> birthday, with set dates on which to review this option. The great majority of children attend full time as soon as possible.
- Before attending full time, children are invited with their parents to stay for a school dinner.
- Early in the term, parents are invited to a short meeting about class routines and procedures and a little later in the term, an information evening on how to help children with their reading.
- Within the first two weeks, the class teacher has a brief meeting with the parents of any child who did not have a home visit.
- If a child starts school mid-year, the class teacher will hold a short induction meeting with the parents within 2 weeks.

## 5. Assessment

Each child's 'Learning Journey' is captured in a class floorbook, kept in the classroom for easy access by staff, parents and children. The floorbook includes observations of children's learning, what they say, how they play and some of their characteristics of effective learning. See Appendix for more information.

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

Each child has separate Literacy and Maths books, which includes work produced through adult-initiated tasks. Each will include photographs of activities, the child's drawing, writing and mark making.

In line with KS1, each child's progress across the areas of learning is recorded on Insight at the end of each term: Working outside of phase / Working Towards / ARE Age Related Expectations. PITA grids are used to communicate to parents about their child's progress in reading, writing and maths, this includes their next targets.

The statutory Reception Baseline Assessment is carried out within the first 6 weeks of a child starting EYFS. In the first 2 weeks of starting school, a school-designed Baseline assessment is carried out with each child individually, in order to establish each child's starting point in Literacy and Maths. This is used to assess their progress again at the end of Autumn term, Spring term and in May.

A full written report about the children's achievements with respect to the Early Learning Goals, their characteristics of effective learning, and some personal comments will be given to parents in July. An analysis of each year's group's attainment is compared with National and Local Authority data. The Foundation Stage Profile information for each child is passed to the next teacher to aid transition and planning, and any significant areas of difficulty or strength are highlighted.

## 6. Working with Parents

We believe that parents and carers are our partners in children's learning. We try to develop a close relationship between home and school involving parents in their child's development as much as possible. Some of the ways in which we encourage this are:

- As described above in the 'Starting School' section.
- Parents are invited to Doves Welcome meetings in July and in September.
- Once the children are settled parents are welcome to help in school. Parents help walk to church for special services, or help on school trips e.g. Farm visit.
- Adopting an open-door policy so that parents and staff have the chance to chat briefly and informally at the beginning and end of the school day. We will make appointments after school for issues that require more time.
- Each child has a reading diary in which staff and parents write comments.
- Formal consultation meetings are held in the autumn and spring term.
- Parents are encouraged to share information about their child's achievements throughout the year by periodically filling in a 'proud cloud' with their child. These are added to the classroom display and then after some time added to the class floorbook.
- PITA cards are shared at the end of Autumn and Spring term. A written report is issued towards the end of the summer term.
- Individual Education Plans, for children with Special Educational Needs, are discussed with parents.
- Fortnightly Doves newsletters emailed to parents.
- Parents receive electronic copies of the school newsletters, information is posted on the school website, and the class page is updated weekly. Parents with no access to electronic communication are given paper copies or additional verbal communication.

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

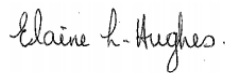
- Parents invited to school to watch Nativity and Harvest assemblies. When appropriate, special services at St Mary's church and class collective worships.
- During special whole-school projects parents are invited to take part in activities, workshops and exhibitions.
- An open afternoon 'stay and play' for parents is held once a year, usually in the spring term.

## 7. Safeguarding and Welfare procedures

Safeguarding issues are covered by the school's Safeguarding Policy and Intimate Care and Toileting Policy which addresses use of cameras and other electronic devices by parents in school and on school trips.

In the Foundation Stage no personal cameras, mobile phones or other electronic devices with cameras should be used in the classroom whilst children are present unless permission has been given by the Foundation Stage Leader. School cameras and iPads are used regularly to record the children's achievements.

Signed: Executive Headteacher



Elaine Hughes

Signed: Chair of Governors



Owen Rees

## Appendi x 1

### Guidelines for a Combined Unit in the Foundation Stage Outdoor and Indoor Space

Whilst each class has a classroom for registration and coat pegs, the space is laid out as one single unit, not two separate classrooms. Each registration group enters and leaves the building at the start and end of the day and for break-times via the door to its home base. There is access to the Foundation Stage covered outdoor area from both rooms. The FS outdoor area includes the L-shaped 'patio' area, most of which is covered. When there is sufficient supervision available, children will also have access to the 'loop' to the right extending down to the gate and into the wildlife area.

### Grouping for Teaching

Most direct teaching is delivered in small groups, some of which are attainment-based. Occasionally all the children will come together, e.g., for a story, collective worship or singing. At times throughout the day they may have a story or short activity in their registration groups, however the aim is for the 2 groups to mix as much as possible, and to think of themselves all as 'Doves'.

### Learning Journeys

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

Learning Journeys are represented in a class Floor Book, these are accessible to the children throughout the day, and parents may see them at the end of the day if they wish. The Floor Book should cover a range of learning areas and include all children, celebrating and showcasing their learning.

The Floor Book should include:

- Title page with a class photo
- Information page about the floor book
- Class photos
- A page showing the school values: Grace, Courage, Friendship
- Photos of activities
- Children's voice – scribed by staff
- Children's contributions: drawings, mark making and writing
- Parental contributions – proud clouds

## Remote Learning

If it is not safe for children to attend school, remote learning via Teams will be put into place. See our Remote Learning Policy on the school website.

## Communication with parents

Parents should be able to communicate with any member of the staff team, who should ensure that all the Reception teachers are kept informed; for concerns or issues of any significance the parent should then be referred to the child's registration group teacher or the teacher with a particular focus on that child, for a fuller discussion at a convenient time.

Parents and carers can contact the office via email and phone. 'The School App' can be used also for reminders and important messages.

## Learning Platform

There will be a single class page for the Doves on the School website; additions to this should reflect the integrated nature of the unit, and updates to it should reflect both registration groups.

## Display

Displays will be planned across the combined Foundation Stage space and include work done by all the children, both adult-initiated and child initiated, as well as materials that support the children's learning. Parent's contributions in 'Proud Clouds' are displayed in the classrooms.

## Resources

Resources are for the use of all children. Where possible, in order to maximise the use of the available space, different activity 'bases' (e.g., art area, construction area, role play corner)

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

should be developed across the whole space without duplication. A book corner is in each classroom and story books and non-fiction books are often incorporated in planned provision.

## **Planning**

A teachers' planning meeting will take place every week. EYFS team meetings take place fortnightly and are attended by teachers, TAs and LSAs to share information about children, information learnt from courses and meetings etc., to share ideas and for training. Regular informal conversations take place within the team daily to ensure everyone is involved and informed. An EYFS noticeboard is accessible in the unit. The class TAs update an 'Observation Folder', which include documents monitoring and tracking key children who need extra support for Prime areas of learning. This is used for discussions in team meetings and is available for all team members to annotate to share observations of children's progress, and share ideas for next steps to be incorporated into planning.

**For more information on our Statutory policies please see the school website**