

(EYFS) FOUNDATION STAGE
POLICY

September 2018



(EYFS) Foundation Stage Policy

Raphael Independent School

Introduction

We are committed to following the themes, principles and commitments of the Early Years Foundation Stage Framework:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

Aim

The Early Years Foundation Stage at Raphael supports pupils between the ages of four and five years in our Reception class. During this stage we aim to further the emotional, social, physical and cognitive development of each child, building on previous experiences and complementing the learning that takes place at home.

Objectives

- To provide a warm, friendly atmosphere where children and their families feel secure and valued.
- To help children develop confidence, independence and a positive self image.
- To provide a stimulating, exciting and varied environment in which children are encouraged to develop a positive attitude to learning.
- To provide a broad and balanced curriculum
- To encourage children to be active participants in their learning, providing a meaningful curriculum, related to their existing knowledge and interests.
- To extend the knowledge, skills and understanding of every child.
- To foster positive attitudes, values and beliefs to encourage children to become responsible, caring individuals within a multicultural society.
- To establish a successful home/school partnership, ensuring effective relationships with parents/carers.

Learning and Development

Staff at Raphael School are fully aware that children develop and learn in different ways and at varying rates and that every area of development – physical, cognitive, linguistic, spiritual, social and emotional is of equal importance. Our curriculum is organised into the three prime and four specific areas of learning as set out in the Early Years Foundation Stage Framework:

PRIME AREAS

Communication and Language

We develop children's learning and competence in communicating and speaking and listening. Children are provided with the opportunities and encouragement to use their skills in a range of situations and for a range of purposes and be supported in developing the disposition and confidence to do so.

Physical Development

We encourage the children to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. Opportunities are provided to use all of their senses to learn about the world around them and to make connections between new information and what they already know. They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

Personal, Social and Emotional Development

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others, respect for others, social skills and a positive dispositions to learn. We encourage them to understand appropriate behaviour in groups and to have self confidence in their own abilities.

SPECIFIC AREAS

Literacy

We provide opportunities for the children to be read to and provide support for them in beginning to read and write. These skills are developed through the development of phonic skills, and encouragement to become independent readers fostering a love of books.

Mathematical Development

We develop children's understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Children are provided with opportunities to practise the skills of counting, understanding and using numbers, and to describe shapes, spaces and measures.

Understanding of the World

We develop children's knowledge, skills and understanding which help them to make sense of the world.

Opportunities are provided for them to use a range of tools safely; encounter creatures, people, plants and objects, in their natural environments and in real-life situations, undertake practical experiments and work with a range of materials.

Expressive arts and design

The children's creativity is extended by supporting their curiosity, exploration and play. Opportunities are provided to explore and share their thoughts, ideas and feelings through a variety of art, music movement, dance, imaginative and role-play activities, mathematics, design and technology. They are encouraged to use a wide range of media and materials.

The delivery of the curriculum to the Reception children will be through a thematic approach planned annually, termly and weekly in line with the Early Learning Goals. A balance of teacher led and child-initiated activities are offered both inside and outside of the classroom.

Organisation

Staffing

Reception

In the Reception class the EYFS practitioner is responsible in providing for the individual needs of each child, as a point of contact for parents and carers, and having input into the observation, planning and record keeping process. The practitioner manages the assistant, delegating tasks accordingly, and holds responsibility for the strategic overview of each child's learning needs and requirements and as such, undertakes duties including discussing children's progress with parents and writing formal reports.

Equal opportunities

All pupils will have equal opportunity to reach their full potential. Teachers ensure this through differentiated teaching and learning strategies. The diversity of all families and communities will be valued and respected with no discrimination against any child.

Admissions

Reception Admission Policy

A waiting list for the Reception is usually held and places are allocated strictly by the date of registration. A fifty pounds, non-refundable fee is payable on registration. Prior to a child's attendance at the school the parent/carer must complete the registration form and entry form. This provides the nursery with the following vital information:

- Name, home address and date of birth of each child
- Name, address, email address and telephone numbers of parents and emergency contacts.
- Name, address and telephone number of child's doctor and health practitioner
- Names of siblings and position in family
- Details of health and development

- Details of allergies and any medical conditions
- Parental concerns

Priority for entry to the Reception class will be given to children with siblings already attending the school.

Induction and Transition

All reception pupils are invited in for our New Pupils' Day during which they have an opportunity to familiarise themselves with their new surroundings. A meeting is held that day with new parents, outlining health and safety matters and giving opportunity for any questions. A further informal meeting is held at the beginning of term for parents with regards to teaching procedures in the Reception class.

Partnership with Parents

The Staff at Raphael School recognise the importance of working in partnership with parents and carers and the positive impact that this has on children's learning and development. We aim to form good relationships with parents in order to provide a happy, caring and stable environment for the children and their parents. We recognise that parents are the child's first educators and we aim to support and augment their essential work.

Implementation

- The EYFS practitioner will make all new parents aware of the class policies and routines
- The EYFS practitioner will keep parents informed of activities/topics via a regular newsletter. Curriculum plans will be displayed.
- Information regarding the children's wellbeing throughout the day is always available to parents.
- Parents are invited in to school for assemblies or other events as appropriate
- Parent consultation meetings will take place on a regular basis, three times a year. The EYFS practitioner will be available at the end of the day and at other times by appointment.
- Parents will receive a written report on their child's progress twice a year and will be informed in writing of their EYFS profile results.
- Any information provided and topics discussed by parents/carer and the nursery manager about the children will be confidential and treated on a strict need to know basis (subject to requirements of the Children Act).
- Parents are able to access their child's Foundation Stage profile but written request must be given to have access to their personal file and Data Protection Legislation will be taken into account.
- Parents are requested to keep the school informed of any changes to personal circumstances for example, a change of address and telephone number or emergency contact.

- Parents are requested to inform staff of any circumstances that may affect the child's emotional wellbeing.
- The EYFS practitioner will inform parents of the systems for registering queries, suggestions and complaints.
- All parents will have access to our written complaints procedure which includes Ofsted and ISI details.

In compliance with the Statutory Requirements of the Early Years Foundation Stage the following documentation is available for parents:

Admissions Policy
Complaints procedure
Record of complaints
Activities provided for children

Assessment and Recording

Staff at Raphael School understand that all children are unique. As such, their interests, development, learning and achievements are an integral part of our planning and assessment cycle. All children within the Foundation Stage are observed regularly and both the formative and summative assessments are analysed and incorporated into their 'next steps'. Parents are actively encouraged to become involved in this cycle of observation, assessment and planning by contributing information about their child's achievements and success.

Where there is any cause for concern, individual observations will take place with parental involvement and appropriate action will be taken, including the involvement of outside agencies where necessary.

Annotated photographs, observations and examples of evidence will record all of the positive steps in a child's progress over the course of an academic year within an evidence folder. All members of staff working with the child can contribute to the records.

Continuous assessment of the prime and specific areas of learning takes place throughout the year and progress continues to be recorded in the child's individual Foundation Stage Profile. This continuous assessment, alongside the interests of the children, will form the basis of the weekly and termly planning. Further assessment will be undertaken in accordance with the individual subject policies and outcomes discussed each term during parent consultation evenings. Where there is any cause for concern individual observations will take place with parental involvement and appropriate action will be taken, including the involvement of the Special Educational Needs Co-ordinator (SENCO) and outside agencies where necessary.

At the end of the Reception Year, the Early Years Foundation Stage profile will be completed. This summative assessment will be discussed with the child's parents alongside the end of year report and this information, in conjunction with the child's individual evidence folder is handed to the Year 1 teacher to ensure that the individual needs of the child are met as they make the transition to Year 1.

Staff Development and Appraisal

The arrangements for appraisal and development include classroom observations and structured discussions with individual members of staff where achievements are recognised and professional development and training needs are identified in line with EYFS guidelines.

Staff Training, Meetings and Professional Development

All members of staff are involved in trainings days, which are held each term. Additional training is arranged in response to the needs of individual members of staff and the school as a whole.

Whole School staff meetings are held regularly after school and additional Departmental meetings are held whenever necessary.