

 **Ashdon Primary School**

**Early Years Foundation Stage Policy**

Reviewed and agreed to by the Full Governing Body in: **6th** **February 2025**

Next date for review: **February 2026**

**SAFEGUARDING STATEMENT**

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing in order to promote optimum development.

**Introduction**

Ashdon Primary School is committed to providing a learning environment where all children feel valued, safe and secure and within which they can develop into confident pupils, regardless of their age, gender, race or ability.

**National Rationale**

Ashdon Primary School supports and adheres to the ethos of the Statutory Framework for the Early Years Foundation Stage and its statement "Every child deserves the best possible start in life and the support that enables them to fulfil their potential" (p2).

The EYFS is underpinned by four distinct but complementary principles:

* A unique child
* Positive relationships
* Enabling environments
* Children learn and develop in different ways and at different rates

These guide the work of practitioners in the Early Years (EY) setting.

**Aims and Objectives**

The aims and objectives of EY are guided and governed by the legal requirements of the Statutory Framework for the Early Years Foundation Stage. These are to provide:

* Quality and consistency
* A secure foundation
* Partnership working
* Equality of opportunity

This is supported by

* Setting boundaries, routines and expected behaviours
* Providing equality of opportunity
* Working in partnership with parents/ carers
* Striving to improve quality and consistency
* Working to lay secure foundations for future learning.

We believe that high quality EY experiences provide the best foundation for future academic, social and emotional success. We aim to help the children develop the skills, knowledge, understanding and attitudes they need in order to achieve the Early Learning Goals (ELG) by the end of the EYFS. This will be achieved through the provision of stimulating, play-based, age-appropriate learning opportunities delivered by qualified and experienced staff.

**Foundation Stage**

In Ashdon Primary School, the Foundation Stage refers to Reception age children, all of whom will be 5 years old by August 31st at the end of that academic year, unless the child is summer-born and their parents have agreed with the Headteacher to defer the start of Reception for a full academic year (see Admissions Policy below).

**Admissions Policy**

As a Local Authority maintained school, Ashdon Primary follows the admissions code drawn up on an annual basis by Essex County Council. Full details are available from the Local Authority website. Children are admitted in September either on a full time or, if requested by the parents/ carers, a part time basis, (depending on their date of birth). All parents/ carers must apply for a place by the date set by the Local Authority, after which any application will be considered ‘late’.

**Induction Programme**

The following induction arrangements occur:

1. The class teacher will try to liaise with the local pre-school leaders to share information necessary to aid a smooth transition.
2. There will be an induction meeting during the summer term prior to the children starting for parents/carers. This will be an opportunity for parents/carers to find out about the experiences their children will have whilst in the EY class.
3. In the summer term prior to starting, the children will have the opportunity to spend 3 afternoons in the EY classroom. This will allow them to become more familiar with the class teacher and teaching assistant and to experience a typical morning's routine.
4. During the first year at the school the parents/carers are invited to a range of activities they can choose to participate in, such as shared reading, volunteering to share skills and knowledge e.g. gardening, outdoor learning experiences and going on ‘safari’.

**General Welfare**

The school aims to take necessary steps to safeguard and promote the welfare of the children. This includes:

* Managing behaviour effectively and in a manner appropriate for their stage of development and individual needs
* Providing suitable premises and equipment
* The organisation of the classroom and timetable
* Effective assessment
* Effective partnerships with parents/ carers
* Provision of healthy snacks and fresh drinking water
* Ensuring they feel safe and secure
* Building positive relationships
* Promoting positive attitudes to diversity and difference within all children
* Suitable staffing
* Celebrating children’s achievements
* Challenging and risk taking within a safe environment

**Staffing**

The EY class is staffed by a qualified teacher and classroom support. The school is committed to continual, professional development and will aim to ensure that any adult supporting within the classroom meets the recommended requirements of being a practitioner with qualifications equivalent to NVQ level 2 or above, and who has experience of working in within EY.

Responsibility rests with the Headteacher for checking the suitability of all people working with children. The school will consider at all times whether there is adequate supervision of the children and will ensure that the needs of individual children in this area are being met. At least one member of staff will have undergone paediatric first aid training in the classroom.

**The Early Years Curriculum**

Ashdon Primary School is committed to delivering the EY curriculum in an appropriate way in order to meet the needs of all the children. The EY class will provide a safe and stimulating physical environment, both inside and outdoors, where play underpins the delivery of the EYFS curriculum and where children have opportunities to explore, represent, practise, learn, develop concepts and skills, take risks, be creative and communicate. Learning and development requirements comprise 3 elements:

1. Early Learning Goals
2. Education programmes
3. Assessment arrangements

**Early Learning Goals/ Areas of Learning/ Development matters**

Planning for the children's play and learning experiences will give equal weighting to the 7 Areas of Learning and development and aim to meet the children's needs in accordance with the statutory requirements of the EYFS. If there are concerns about a child's development, this will be discussed with parents/ carers and appropriate measures taken. Each area of learning and development will be implemented through planned, and ‘Planning in the Moment for Next Steps’, purposeful play and through both adult-led and child-initiated activities.

**Prime areas**

1. **Personal, Social and Emotional Development**

Children must be 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 disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

1. **Communication and Language**

Children’s learning and competence in communication, speaking and listening must be developed in a language rich environment. This includes their understanding of language. They must have ample opportunity to develop their confidence when speaking in a range of situations.

1. **Physical Development**

Children must be encouraged, through the provision or opportunities, to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

**Specific areas**

1. **Literacy**

This involves encouraging children to link sounds and letters in order to begin to read and write. Their enjoyment when being read to and when beginning to read and write must be supported and extended. They must be provided with the opportunity and encouragement to use their skills in a range of situations and for a range of purposes and be supported in developing the confidence and disposition to do so.

1. **Mathematics**

Children must be supported in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding when counting, calculating, using numbers and describing shape, space and measure. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

1. **Understanding the World**

Children must be supported in developing their knowledge, skills and understanding in order to help them make sense of the world and their community. Their learning must be supported through offering opportunities for them to encounter and explore people, places, technology and the environment.

1. **Expressive arts and design**

Children's creativity must be extended by the provision of support for their curiosity, exploration and play with a wide range of media and materials. They must be provided with opportunities to explore and share their thoughts, ideas and feelings - e.g. through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design & technology.

**Education Programmes**

Phonics will be taught in daily sessions, following the accredited Monster Phonics programme which supports children with their letter sound recognition, segmenting, blending and writing skills.

Knowledge of numbers and the number system will be taught using a variety of strategies and resources, including the Development Matters document.

Other aspects of the curriculum informed and enhanced using resources such as the Essex RE and PSED curriculum.

**Assessment Arrangements**

On-going assessment is an integral part of the learning and development process.

All children entering the Reception class who have attended a pre-school setting, should arrive with an assessment record from their which will support judgements made in the on-entry assessment process. This assessment record will continue to be used throughout their time in the EY and will, at all times, be available for parents/carers to view.

From September 2020, the Government will introduce the reception baseline assessment, which all children in England will be required to participate in. It will provide the basis for a new way of measuring the progress primary schools make with their pupils.

Assessments will be made by all practitioners working with the EY children and will be mostly observational written or photographic evidence. This evidence will be used to record achievements and individualise planning in order to meet each child's needs. Parents may also be asked to contribute to their child’s profile.

Throughout the year, judgements about children’s achievements in the 7 Areas of Learning, based on observations of consistent and independent behaviour, will be used to make a ‘best-fit’ judgement for the development of each child.

In the final term each child's progress will be recorded, again as a `best-fit' judgement, against the Early Learning Goals assessment scales on the EYFS profile.

A written summary of each child's progress will be provided.

Some other assessments, such as knowledge of sounds will also be undertaken on a regular basis and reading skills tracked.

A full analysis of the EYFS profile occurs in the summer term to identify any aspects/areas of learning that may need additional focus in order to ensure that the transition into Year 1 is a smooth one and is designed to meet the learning needs of individual children and groups.

**Environment**

In our school we aim to organise our learning environment in a way that creates opportunities for learning in all areas of the EY curriculum. This provision will continue to be developed as part of an on-going process, to benefit the children and to meet the needs of the statutory curriculum. The outside area is accessible for the majority of the time and will continue to be adapted and developed to ensure continuous provision.

**Safeguarding**

The class teacher is the key person, who will work to ensure the individual needs of each child is met as well as engage and support the parents/carers. All practitioners have responsibility for ensuring safeguarding and welfare requirements are met. These include required checks, training and access to statutory guidance. Premises will be organised in a way that meets the needs of the children and ensures their safety.

**Special Educational Needs and Disabilities**

Children entering the EY class come with wide and varied experiences and needs. Some children may need additional support due to particular needs or disabilities. We aim to remove barriers to learning for these children, to work closely with parents/carers and external agencies in order to identify needs, to respond appropriately and to develop effective strategies to meet these needs. This will involve planning for their individual care and learning requirements so that they feel included, safe and valued.

The school recognises that early intervention for children with special needs is essential in order to 'narrow the gap' between groups of children at the earliest possible stage, to maximise each child's potential and improve their chance of future educational success.

**Home / School Links**

Ashdon Primary School recognises the important role parents/carers play in their child's development and education. The EY practitioners value this role and aim to involve and support parents/carers in a range of ways:

* Information on the learning in class, including how this can be supported and extended out of school, is sent home e.g. maths games, reading books, library books, sound books and parents/carers are supported and encouraged to spend a little time each day in supporting home learning.
* Reading diaries are used as a form of two-way communication between home and school.
* Parents/carers are able to liaise with the class teacher and the class TA to discuss concerns, their child's needs and any other issues.
* Parents/carers are invited into school during the year to join in with their child's learning, e.g. shared reading sessions.
* They are invited to participate on a more regular basis as a parent helper, if they so wish, or to help with events such as activity days or school trips.
* Parents/carers are always welcome to attend our weekly Sharing Assembly where achievement and work across the school is shared and celebrated.
* There will be a Parents’ Consultation session in the autumn and spring terms where parents/carers are invited to look at their child's work and speak with the class teacher.
* Our EY class operates an 'open door' policy, and parents/carers are welcomed in to the class.

**Relevant Documents.**

Statutory Framework for the Early Years Foundation Stage (DfE)

Development Matters in the Early Years Foundation Stage (EYFS) (The British Association for Early Childhood Education)

**Review**

This policy will be reviewed every 3 years by the staff and Governing Body of the school, or sooner if deemed appropriate.

**Signed: **

**(Chair of Governors) Date: 6th February 2025**