



## PINNACLE SCHOOLS FEDERATION

### EYFS POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher / EYFS Staff</i>
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#### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>DOCUMENT:</b>	EYFS Policy	<b>DATE:</b>	18/01/21
<b>CARRIED OUT BY:</b>	Kate Bashford	<b>APPROVED BY:</b>	Mike Riches

#### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	No impact	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

The philosophy of The Pinnacle Schools Federation is to provide a firm foundation on which all aspects of education are built and where the schools can promote and live out their vision for education. We aim to provide a Curriculum that is broad and balanced in content and wide-ranging in approach, helping to ensure future progress and success. We believe that we should create a learning environment that is motivating, exciting and caring, in order to contribute to the children's positive self-esteem and to foster a love of learning.

This policy reflects the values and philosophy of The Pinnacle Schools Federation in relation to the teaching and learning goals of the children in the Foundation Years. The policy is a framework within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the current Early Years Foundation Stage (EYFS) Profile and our published school curriculum map which sets out what pupils should be taught in different areas of learning. This can be found on our websites:

Hawkesbury - [The-Pinnacle-EYFS-curriculum-H.pdf \(hawkesburyprimaryschool.co.uk\)](http://hawkesburyprimaryschool.co.uk)

Iron Acton – [EYFS-Curriculum-Overview-Iron-Acton.pdf \(ironactonprimaryschool.co.uk\)](http://ironactonprimaryschool.co.uk)

The EYFS applies to children from birth to the end of the Reception year, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

### **Our Aims**

- To develop a love of learning
- To provide high quality, inclusive education for all through a relevant, broad, dynamic and balanced curriculum that is well planned and based on the interests and development of the children so they gain lifelong knowledge, skills, concepts and attitudes
- To experience equality of opportunity in an enabling environment that is warm, caring, happy, safe and enriching, where emotional well-being is seen as paramount to successful learning.
- To be valued as individuals and acquire self-confidence, independence and self-help skills, developing enquiring minds and encouraging independent thought
- To cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people's beliefs and cultures
- To acquire the skills to communicate their needs, feelings and experiences
- To value prior learning and use this as a basis for future progress, with teacher knowledge, observation and continuous assessment feeding into planning for future learning.
- To provide learning activities and opportunities which value the inquisitive nature of pupils and allow them to develop as autonomous learners, showing initiative and independence.
- To provide a flexible approach to learning acknowledging the importance of play in all aspects of pupils' learning and that all pupils need sufficient periods of time to become engrossed in learning activities.

- To ensure practitioners understand the specialist nature of early years practice and how best to support pupils with Special Educational Needs and Disabilities (SEND)
- To work in partnership with families, valuing the contribution parents make and establish an atmosphere of trust and respect between home/pre - school/school.

## **Organisation and Learning styles**

At The Pinnacle Schools Federation, the foundation stage has free flow access and sole use of a secure outdoor covered environment. Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Children work daily as a class, in a group and individually.

The teachers and support staff make every effort to support and take care of the children in the wider context, assisting them in the cloakroom, at lunchtime, getting changed for PE and other practical activities, while encouraging independence and self-help skills.

## **Parents as partners**

We recognise that parents are children's first and most enduring educators and we aim to work collaboratively with them. We recognise the role that parents have played, and their future role in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school, including an optional home visit in the week leading up to starting;
- providing the opportunity for children to spend time in school before starting school;
- supporting children through the transition from their pre-school to Reception with the children attending part time during the first few weeks;
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child, particularly in relation to reading and phonics;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year and have the opportunity to discuss this with the teacher;
- arranging a range of opportunities throughout the year that encourage collaboration between child, school and parents: e.g. workshops, school visits;
- providing parents with an opportunity to celebrate their child's learning and development by encouraging them to contribute to journals and Tapestry (the federation's chosen online journal programme);
- written contact through a home school reading record;
- providing targeted home learning to meet the needs of individual children;
- ensuring all parents know their child's teachers and teaching assistants;
- welcoming families at the door in the morning and saying goodbye at the end of the day;
- providing a quiet and confidential area where parents are able to discuss any concerns.

At this federation we endeavor to make parents feel welcome; we recognise the expertise of parents and other adults by involving them in their child's education. We wish to build a firm partnership that benefits and enhances the development and well-being of each child. Through establishing good home school links we hope to encourage continued involvement and interest in every child's education.

## **Pre-Admission Links**

The children tend to come from a wide area. Where possible, the Reception teachers form links and visits the local nurseries and preschools, records are exchanged and discussions are held on all individual children's needs.

During the summer term new entrants visit the schools for several transition sessions. The children experience normal school activities and routines in preparation for their arrival in September. Some children may benefit from an enhanced transition, this can be arranged through conversations between parents, class teachers and the SENCO.

In the summer term, parents are invited to a meeting where they are given information about helping to prepare their children for school. The Head teacher, Class Teachers and where possible a PTA representative and a Governor are present at the meeting. Parents are given copies of school information in the format of a 'Welcome Pack' and have the chance to view school uniform.

Parents are invited to take part in a home visit when their child begins school in September. This enables the child to get to know their teacher in their own familiar environment and for the family to make clear any additional information about their child; this may include their likes and dislikes as well as any specific interests or concerns.

### **Admission**

In order to give the new children the best possible start to their schooling, they are introduced gradually to the school day including playtimes and lunchtimes. The children attend school for morning sessions for a couple of weeks before beginning full time education.

### **Planning and organising the curriculum**

Planning and guided children's activities will reflect the different ways that children learn and reflect these in their practice. At The Pinnacle Schools Federation, we support children in using the three characteristics of effective teaching and learning.

These are:

- 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
- being creative and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2012).

We follow the Statutory Framework for the Early Years Foundation Stage (September 2021) and our curriculum is based on Development Matters non-statutory curriculum guidance (Revised July 2021). The areas of learning are:

- Communication and language
- Physical development
- Personal, Social and Emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Also influencing the delivery of the curriculum are the 4 themes of the EYFS:

- The Unique Pupil
- Positive Relationships

- Enabling Environment
- Learning & Development

Planning is differentiated and, where appropriate, children will be extended using objectives from the National Curriculum.

Foundation Stage parent workshops will take place throughout the year to inform parents of how the children are assessed and to share our practice for the teaching of early reading and writing through phonics. Further workshops covering a number of different aspects of the curriculum, will give parents the opportunity to share their child's learning experiences.

### **Learning through Play**

Play is central to learning in the Foundation Stage. The children learn through investigation, exploration, listening, observation, creating and experimenting whilst involved in first-hand play experiences. Steps are taken to promote independence, ability to work within a group and to develop powers of concentration.

Teaching methods include:

- learning through whole class teaching.
- learning through adult directed activities in groups.
- learning through child-initiated activities.

At all times the learning environment will be:

- safe and secure.
- stimulating and diverse.

The activities will:

- Be well managed and organised and placed within a framework of established routines.
- Be a balance of child initiated and teacher directed as appropriate.
- Be appropriate and relevant to the needs of the children. At times open-ended and on other occasions more tailored to particular goals.
- Provide different challenges.
- Be varied and provide choices.
- Be non-threatening and promote success and achievement.
- Develop perseverance and enable children to spend time on sustained play without irrelevant interruption
- Enable children to express themselves and deal with their emotions.
- Be fun.
- Provide opportunities for collaboration and social interaction.
- Be valued and seen as learning.

### **Outdoor Provision**

We recognise the importance of providing active learning experiences outdoors because:

- Children need the space to run, express their feelings and be exuberant
- Fresh air and exercise is proven to be good for the development of the brain and for a general feeling of well being
- Children need to be challenged and take risks if they are to grow and learn

- Children will improve their control, co-ordination and their ability to move more effectively if they are given the opportunities to run, climb, balance, swing throw, catch and kick.
- Children will develop personal and social skills such as sharing, turn taking, co-operative play and negotiating.

### **Assessment and Record keeping**

In the Foundation Stage we follow the assessment procedures in the Foundation Stage Profile. We liaise with pre-school settings and value their contributions when assessing pupils on entry. The Statutory Baseline assessment is undertaken during the first 6 weeks in school, this alongside teacher judgements is used to inform future planning. Tracking of pupils enables the teacher to keep an accurate record of progress for individual children and plan for next steps in learning. Further assessments are taken in December, February and at the end of year, in June. Regular assessment throughout the school year identifies where early intervention in any area might be necessary and if further support from external professionals is needed in determining whether a child has SEND and how to meet their needs appropriately.

Throughout the year parents are invited to share their child's 'paper' learning diary (where appropriate), class floor books and individual books. Tapestry is also used as a communication tool to inform parents of class learning. At the end of the school year the Foundation Stage Profile is shared with parents along with an assessment on the pupil's characteristics of learning. This information is also shared with the Year 1 class teachers in order for them to make informed decisions about children's next steps on the learning journey.

### **Reporting**

At the end of the year each child assessed in relation to the early learning goal descriptors, together with a short commentary describing the child's skills and abilities in relation to the three learning characteristics:

- Playing and learning
- Active Learning
- Creating and thinking critically

For each early learning goal, practitioners judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), or not yet reaching this level (emerging). This, along with a summary of learning style, will support future curriculum planning for each child's approach to learning.

### **Roles and Responsibilities**

The Foundation Stage leader will:

- Ensure consistency of teaching, learning and all routines across the Foundation Stage
- Alongside class teachers and teaching assistants moderate and agree assessments made.
- Carry out formal and informal monitoring
- Maintain resources.
- Ensure opportunities will be made available to all staff working in the Foundation Stage to attend training to develop skills and expertise in Early Years education

## **Equal Opportunities**

All teaching and non-teaching staff at The Pinnacle Schools Federation will ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make consistently good or better progress in all areas of the Foundation Stage.

Staff should ensure that all children feel secure, included and valued. No child should feel excluded or disadvantaged because of ethnicity, culture, home language, family background, special needs, disability, gender or ability.

## **Special Educational Needs**

See Policy on Special Educational Needs.

At The Pinnacle Schools Federation we aim to provide a happy, stimulating and secure environment for all children, where individual abilities are recognised and celebrated. All children are given the opportunity to develop skills to the very best of their ability.

We believe in early intervention and provide resources and learning opportunities to meet the individual needs of all children in the Foundation Years.

The federation works with parents to identify learning needs and takes into account the voice of the child in order to respond quickly to any area of difficulty and to formulate an effective strategy to meet these specific needs.

## **Health and Safety**

At The Pinnacle Schools Federation there are clear procedures for assessing risk (see whole school Health and Safety Policy and risk assessments) which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS indoor and outdoor area (see EYFS risk assessment) and our practices are in line with the EYFS statutory framework 2012.

The EYFS risk assessment must be read in conjunction with other relevant policies. There are federation safeguarding and child protection policies detailing information and procedures to ensure the safety of the children.

## **Transition from Reception Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. The profile informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.