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School Mission Statement

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

Aims

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

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Garstang Community Primary School

Early Years Foundation Stage Policy

Article 29 – Education must develop every child’s personalities, talents and abilities to the full.

Introduction

The Early Years Foundation Stage (EYFS) extends from birth to the end of Reception and the beginning of Key Stage 1. Entry into our primary school, into Reception, is at the beginning of the school year in which a child turns five, although compulsory schooling does not begin until the start of the term after a child's fifth birthday.

The EYFS is most crucial in every child’s development, and during these years most basic skills and attitudes to learning and socialising are established. As the name suggests, it lays many of the foundations which the later key stages in our school build upon. The EYFS is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The curriculum should be seen as part of a continuum of learning which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner.

Most children have been learning in one of the various pre-school settings in our local community. The continuing early years education we offer our children is based on the following principles:

- it builds progressively on what our children already know and can do, and seeks to relate starting points for learning to the child’s own experiences;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a wide range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

Changes to the new curriculum became law in September 2021.

Aims and objectives

Our curriculum for the last year of the EYFS aims to:

- underpin all future learning;
- promote and develop personal, social and emotional well-being;
- ensure that our children have positive attitudes and dispositions towards learning;
- develop good social skills;
- enable children to learn skills of attention, concentration and persistence;
- place language and communication at the heart of learning;
- lay the foundation for fully proficient reading and writing;
- develop early mathematical skills and concepts;
- enable age-appropriate knowledge and understanding of the world in which children live;
- promote healthy physical development, including oral health care;
- enable children to be creative in their responses to their world and in their development of skills

The Early Years Foundation Stage Curriculum

The National EYFS Curriculum, which precedes the National Curriculum for Key Stages 1-4 (5 to 16 years), consists of seven Areas of Learning through Prime and Specific areas:

Prime Areas

- Personal, Social and Emotional Development; this comprises:
 - Self Regulation
 - Managing Self
 - Building Relationships
- Communication and Language; this comprises:
 - Listening, Attention and Understanding

- Speaking
- Speaking
- Physical Development; this comprises:
 - Gross Motor
 - Fine Motor

Specific Areas:

- Literacy; this comprises:
 - Comprehension
 - Word Reading
 - Writing
- Mathematics; this comprises:
 - Number
 - Numerical Pattern
- Understanding of the World; this comprises:
 - Past and Present
 - People, Culture and Communities
 - Natural World
- Expressive Arts and Design; this comprises:
 - Creating with Materials
 - Being Imaginative and Expressive

None of these areas of learning and development can be **delivered in isolation from the others**. They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

For each area of learning there is a statutory Early Learning Goal. These establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning in Reception. By the end of the year, some children will have achieved the goals. Other children, depending on their individual needs, will be emerging towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language. We have devised our own assessment guidance by combining both The Birth to 5 Matters document and the DFE document Development Matters.

The school makes full use of the outdoor area located outside the classroom as well as the school grounds, where a planned programme of appropriate activities, complementing and extending the indoor learning activities, takes place at all times of year. Children wear suitable clothing at all times.

Teaching and learning

The features of good practice in our school that relate to the Foundation Stage are:

- the very close partnership between teachers and parents/carers that helps our children to feel secure and confident at school, and to develop a sense of well-being and a self-image of themselves as learners;
- the understanding that teachers have of early child development, how this relates to their learning and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- a generally 'play-based' curriculum, which provides rich and varied opportunities for 'small world' play, using toys and models which replicate real life activities, and for role play, involving areas inside and outside the classroom which simulate real life situations and provide opportunities for dressing up and pretending;
- a very strong emphasis on speaking and listening, and seeking every opportunity to talk with children about their learning, and listen and respond to them;

- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS;
- ensuring that children take part in activities that build on and extend their interests, developing their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers;
- the good relationships between our school and the other settings in which the children have been learning before joining our school;

Play in the EYFS

Through play, children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, model real life, learn how to exercise self-control, and begin to understand the need for social rules, such as turn-taking. They have the opportunity to think creatively both alongside other children and on their own. Crucially, they communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Play-based learning will include 'small world' activities, role play and pretending, and activities involving fine and gross motor skills, including 'making' activities, using large apparatus and vehicles, and participating in physical games.

We encourage the children to make their own choices of the play-based learning activities provided, as we believe that this encourages independent learning. Teachers ensure however, that, over time, each child experiences a sufficient range of activities to enable them to progress towards all the Early Learning Goals.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

The Reception Baseline Assessment (RBA) is a short assessment, which will be taken in the first six weeks of the children starting in Reception. This is a statutory requirement and will be carried out, following guidance.

Individual assessment is recorded every term against the 17 areas of learning. These areas are highlighted green for 'on track' and red for 'not on track'.

In the final term of the EYFS practitioners must review their knowledge of each child using information from all sources to make a judgement for each ELG.

Practitioners must make a judgement for each ELG as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the EYFS (expected);
- not yet at the level of development expected at the end of the EYFS (emerging);

All assessments will be recorded and tracked throughout the year using the Lancashire Tracker. The Reception teacher(s) will collate this information and present regular feedback on how the children are achieving and progressing each term

During the first half-term in Reception, the teacher assesses the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share this information at our parental consultation meetings.

At the end of the Summer Term, we send a summary of these assessments to the Local Authority (LA).

Tapestry

Reception uses an online system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login. Staff access allows input of new observations, wow moments and photos.

- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Parents logging into the system are only able to see their own child's profile.
- The profile is started once the child has started Reception. During the first term, entries will be made more frequently as staff get to know the children.
- Observations are written in the present tense.
- In all written observations, other children are referred to as 'C1', 'C2', etc – and not by name.
- Tapestry at times is used as a general communication tool between Reception and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Each child has a Tapestry Profile, which is used to record and celebrate each child's learning. These profiles contain a wide range of evidence to which we encourage parents and carers to contribute, and which is shared and discussed at each parental consultation meeting.

Parents and carers receive an annual report that offers brief comments on each child's progress. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents and carers in early July each year.

Inclusion in the EYFS

We believe that all children matter and we aim to be a fully inclusive school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In Reception, we set realistic and challenging expectations related to the needs of our children, so that most achieve the Early Learning Goals by the end of the year. We help them do this by planning to meet the needs of all, boys and girls, those with special educational needs, those who are more able or gifted and talented, those with disabilities, those from diverse social and cultural backgrounds, those from different ethnic groups, and those whose first language is other than English.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and accessing support (such as speech therapy), as necessary.

The role of parents and carers

We believe that all parents and carers have a vital role to play in the education of their child. This role is particularly crucial in the EYFS. We work in partnership with parents and carers by:

- talking to parents or carers about their child before he/she starts in our school;
- the teacher making nursery visits before they start school;
- creating opportunities for children, together with their parents or carers, to spend time with their teacher before starting school;

- inviting all parents and carers to an induction meeting during the term before their child starts school;
- offering parents and carers regular opportunities to talk about their child's progress in Reception;
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- arranging for children to start school over the first two weeks of term, so that the teacher can welcome each child individually into our school;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
- providing various activities that involve parents and carers, and inviting parents and carers to curriculum evenings, in order to discuss the kind of learning in which children are engaged.

There is a formal meeting for parents and carers in the Autumn and Spring terms, during which they can discuss their child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each school year.

Resources

We plan a richly resourced learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world.

Security

- The Tapestry system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user ID and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

Monitoring and review

This policy is monitored by the governing body, which receives regular reports on the EYFS from the headteacher and EYFS key stage leader. The policy will be reviewed every three years or sooner if necessary.

Agreed by Governors on:	Reviewed on: Due for Review:
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