



Early Years Foundation Stage

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Policy Statement

This document is a statement of the aims, principles, strategies and intentions in the teaching and learning of our Early Years Foundation Stage children at Guildford High Junior School.

Every pupil in Reception at Guildford High School is entitled to provision which:

- Supports and extends their knowledge and understanding.
- Encourages the formation of new skills.
- Provides opportunities to build confidence in all areas of their development.

“Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”***Statutory Framework for the Early Years Foundation Stage***, ***Department for Education (2014:p5)***

The Early Years Foundation Stage is an educational programme that is for children from birth to the age of five. The final year of the EYFS is referred to as Reception. All children begin school with a variety of experiences and having encountered different learning opportunities. At GHS, it is the work of the Reception team to build upon these experiences so that they can encourage, support and extend future learning and development. This is achieved by drawing upon all the expertise and experience of the teaching, support staff and teaching assistants within the Early Years Team in addition to working closely with parents and liaising with previous nurseries and schools attended prior to starting at GHS.

Aims

Our overall philosophy is to provide a caring, supportive, welcoming and stimulating environment in which girls feel safe, secure and happy. In this way we believe that the girls will grow and mature across all areas of their development. As a result we feel that the girls will become independent and confident individuals and develop a readiness and love for learning.

We encourage the girls to build friendships and relationships with their peer group and adults, developing good manners and courtesy towards others. They learn to become aware and sensitive to the needs and feelings of others and discover that they have a part to play in the school community.

The School Aims

Our purpose is to provide an atmosphere and surroundings in which individuals can:

- Be happy.
- Be positive about their own gifts and abilities.
- Maximise their potential.
- Develop the confidence to take appropriate risks.
- Develop the resilience to cope with adversity.
- Become responsible citizens.

This document applies to all members of our EYFS community. Guildford High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Guildford High School is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities policy.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Junior School Reception and should be read in conjunction with the following documents:

- *School Aims*
- *Behaviour & Discipline Policy*
- *Child Protection Policy*
- *Junior School Curriculum Policy*
- *SEN & EAL Policy*
- *Gifted & Talented Policy*

This document is reviewed annually by the EYFS Coordinator or as events or legislation change requires. The next scheduled date for review is September 2017.

Partnership with Parents

We recognize that parents/carers are the child's first and most enduring educators. When parents/guardians and practitioners work together, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise and we value a strong relationship and liaison between parents and school.

Parents are invited to the Reception Information Evening in June prior to their daughters starting in September. This is an opportunity for the Reception staff team to discuss the Reception year with the parents giving academic as well as necessary pastoral details. This also explains how life in Reception is a continuation of their child's pre-school education/learning and how ongoing assessment leads to completion of the EYFS Profile.

Parents are given a termly curriculum letter to inform them of the term's topics; a weekly newsletter to keep them informed of school events and news; as well as a contact book to keep regular communication with the class teacher. Parents are also informed regularly on pastoral and social matters through verbal contact on a daily/weekly basis as and when required.

Parent Consultation Evenings are held in the Michaelmas and Lent Terms when teachers share information about children's progress, achievements and targets. Formal written reports commenting on progress are written termly. Achievement against the Early Learning Goals, as well as skills and abilities in relation to the three characteristics of effective learning are reported to parents in the Trinity Term. Parents are given the opportunity to discuss their child's report and/or make a written comment. In addition, parents/carers are invited to informal 'Show and Share' sessions in which the girls have the opportunity to 'show off' their own work and classroom. Parents can request to discuss their daughter's Learning Journey and Individual Progress Tracker at any time. A simple report can be generated by the class teacher showing all evidence collected during the year. Parents are also invited to contribute to their daughter's Learning Journey by sharing achievements at home through the use of 'Messy T-shirts'.

The Learning Environment

We provide a stimulating learning environment in which the girls are introduced to a wealth of experiences where they can become excited, motivated and interested in taking ownership in their learning. We display their work in an attractive and interesting way in order for the children to see that all their efforts are highly valued. In this way they can also witness the progress they are making and, as a result, strong self esteem and a real sense of achievement are promoted.

We make the setting a place where children feel secure and confident, and are challenged to develop their independence and decision making skills. Activities are planned for both the indoor and outdoor learning environments.

Each Reception classroom is divided into a variety of different areas: book corner, writing table, maths area, topic display table, computer area, art and craft area, play dough, builder's tray, sand, water, outside, construction, small world equipment, role play musical instruments, ICT resources (camera, remote controlled toys, a Beebot), alphabet and maths games, and jigsaw puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. The resources are well organized, effectively displayed or stored and the children are independent at accessing the things they need for themselves. The children are encouraged to care for their environment and the things in it. We offer a Creative Play afternoon every Friday in addition

to free choice role play opportunities during each working day. The girls have access to the following resources:

- Dressing up clothes including multi-cultural costumes, a doll house, dolls and toys, a medical play set, small world play equipment such as Happy land, a farm, household objects to encourage play acting out familiar situations and develop imaginative play.
- Construction toys such as Lego, gears, interstar, to encourage manipulative skills, problem solving and creativity.
- Jigsaw puzzles and games such as threading to teach the children to use fine motor control, to co-operate with others, to take turns and to be patient.
- Outside play equipment to develop co-ordination, physical skills and gives the children the opportunity to explore their own limitations.

The outdoor learning environment is a safe and secure area, with a small garden area and raised beds of plants, a safety surface for ride on toys, a climbing frame, sand and water trays, hopscotch and alphabet games, a musical chime station, a shop, opportunities for art, craft and writing.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Learning through Play

“Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.”

“Statutory Framework for the Early Years Foundation Stage”, Department for Education (2014: p9)

At GHS we understand the importance of play in the children’s learning and provide a wide variety of play experiences in and outside the classroom environment. In this way the girls learn through first hand experience to experiment, explore, investigate, solve problems, fantasise, interact with others and co-operate in different group situations.

Learning and Development

Our Early Years Foundation Stage Curriculum follows closely the educational principles set out in the **“Statutory Framework for the Early Years Foundation Stage”, Department for Education 2012** document in addition to the school curriculum. By combining the two programmes we can ensure that we cater for all children’s needs, experiences, and stages of development and general abilities.

The Early Years Foundation Stage Curriculum is organised into seven main areas of learning:

There are seven areas of learning and development which are inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These *prime* areas are:

Communication and Language:

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

Opportunities are provided for the children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Children are then supported in four *specific* areas, through which the three prime areas are strengthened and applied. The *specific* areas are:

Literacy

Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Skills are developed and improved in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.

Understanding the World

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

Children are given the opportunity to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The Early Years Foundation Stage Curriculum Practice Guidance has clear guidelines that identify developing knowledge, skills, understanding, attitudes and processes that the children are moving through as they develop and learn. The children's ability and competency can be assessed as they progress through these different stages and elements of attainment. The statutory Early Learning Goals establish expectations for most children to reach by the end of the Reception year.

The principles which underpin the work of the Reception Team are grouped into four overarching principles as stated in the "**Statutory Framework for the Early Years Foundation Stage**", **Department for Education (2014:p5)** as shown below:

A Unique Child - this recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - this describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments - this explains that the environment plays a key role in supporting and extending children’s development and learning.

Learning and Development - children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

Our Early Years Foundation Stage Curriculum supports the five outcomes for **Every Child Matters**.

Teaching

In Reception, a variety of structured/teacher directed lessons are provided, as well as opportunities for child initiated learning, understanding and recognising the importance of learning through play. The children experience working as a whole class unit, whole year unit, in groups, partnerships and as individuals.

The Curriculum areas are split across the timetable and the weekly time allocations are as follows:

- Personal, Social and Emotional Development (Daily issues that arise as discussed and 1 Religious Education).
- Communication and Language and Literacy (11 English and 1 Drama).
- Mathematics (9 Maths).
- Understanding the World (2 Computer Science, 2 Humanities, 2 Science and 1 Mandarin).
- Physical Development (2 Physical Education)
- Expressive Arts and Design (3 Art and Design, 3 Creative Play/Role Play, 1 Dance and 2 Music).

The aims of the Early Years Foundation Stage are followed in daily teaching and planning to ensure that the girls will become happy and independent individuals, who are able to face every new challenge with enthusiasm and confidence. In addition, we provide a broad and balanced curriculum that encourages the girls to reach their full potential in terms of their personal, social, emotional physical, moral, spiritual and intellectual development in preparation for learning in Key Stage 1.

Planning takes place at three levels with long term, medium term and short term planning. The long term and medium term planning focuses on specific themes and topics which are introduced throughout the year. They give detailed schemes of work for each term providing an overview of each week’s activities across all subject areas, whilst allowing for flexibility to pursue and develop the pupils’ own interests, lines of enquiry and needs. The short term planning consists of daily tasks and lessons. The short term planning also includes details of the Development Matters and Early Learning Goals and skills to be developed, targeting individual children for observation and assessment and any key vocabulary and terminology to be introduced. Topics include:

<u>Michaelmas Term</u>	<u>Lent Term</u>	<u>Trinity Term</u>
Understanding the World	Understanding the World	Understanding the World
Humanities – Care for ourselves, pets and other people	Humanities – Toys, old and new, friendships	Humanities – People who help us, change
Computer Science – Basic	Computer Science – Basic	Computer Science –

computer skills, Logging on, Technology around the classroom, Beebot	computer skills, iPads (*subject to their availability)	ICT in the environment, iPads with in lessons (*subject to their availability)
Science - Ourselves, Materials, Outside	Science - Movement, Weather and Spring	Science - Living Things, Water and Summer, life cycles
PD -PE Dance, Games, Gymnastics, fine motor skills	PD PE Dance, Games, Gymnastics	PD Athletics, Mini Tennis and Basic Rounders

Assessment, Recording and Reporting

At GHS we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative assessment This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations recorded on group assessment sheets, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs and information from parents. We plan for observational assessment when undertaking our short term planning.

The EYFS Profile is a way of summing up each child's development and learning achievements. It is based on observation and assessments in all seven areas of Learning and Development. Each child's development is recorded against the early learning goals and indicates whether children are meeting expected levels of development, if they are exceeding levels or not yet reaching expected levels ('emerging').

Baseline Assessments are carried out in the first few weeks of the Michaelmas Term to ascertain the pupils' starting points on entry and to inform appropriate future planning.

We monitor and assess the children's progress and achievements and set targets for their next steps in their learning. The next steps are individually discussed with children and put in their reading diary. Each child completes a Record of Achievement every term and agrees a target with the Form Teacher for the following term which is shared with the parents. By target setting with the girls on an individual basis we can enable them to have independent ownership over their learning. In this way they can develop and feel an enormous sense of achievement as they see the progress that they have made throughout the term and the next steps that need to be taken. This, obviously, will differ tremendously from child to child, with children developing at different rates. It therefore takes into consideration the individual's stage of development, capabilities and needs and, as a result, targets will be set appropriately.

The children's personal, social and emotional development and academic progress are also assessed and children's achievements are rewarded with effort stickers and House points which follow the House point system throughout the school.

In addition, the assessments that we make inform our planning, help us to evaluate, review and improve our own practice.

At the end of the Reception Year, the girls are assessed against the Early Learning Goals.

Staffing and Organisation

In Reception, the two parallel forms each have a Form Teacher and a Teaching Assistant based in the class. In this way we can ensure that the pupils receive individual attention and are fully supported in their learning and development. Before the children start their Reception year in September they have opportunities to meet the staff and become familiar with their new environment. The Form Teacher (Key Person) is responsible for most areas of the curriculum with the girls receiving specialist teaching in class music, art, games, PE and Mandarin.

The Reception Team meet daily to share ideas and good practice and to ensure all requirements of the EYFS are being covered effectively. The Junior School Head Teacher and Head of Pre-prep also meet together with the Reception team every term to ensure that all staff receive any necessary training; this is in addition to regular 'supervision' meetings with the EYFS Co-ordinator and a yearly appraisal scheme for all staff. The teachers have a weekly planning meeting ready for the following week to ensure continuity and progression in provision for both indoor and outdoor learning. This also provides an opportunity to discuss individual pupils, observations and assessments. In planning, preparation, recording and assessment teachers and teaching assistants work as a team. The Reception Team attend local Early Years cluster group meetings to keep abreast of all new initiatives and to participate in training and sharing of good practice.

Key Person

Every child in Reception is assigned a Key Person (the class teacher) who is responsible for developing a special relationship with them, responding sensitively to their feelings, ideas and behaviour and planning for their individual learning and development needs. The Key Person will ensure that the child feels safe and cared for at all times and will also build a strong relationship with the child's parents. The Key Person will be actively involved in the transition process between the nursery/home and GHS. Every Key Person has a classroom assistant so that if she is away there is a trusted person who knows the child well in addition to the qualified supply teacher.

Transition and Induction

At GHS we realise that times of transition can be difficult and sometimes stressful for young children and their parents and therefore planning for transition is a priority. We aim to make transition in each stage of the children's learning journey a positive experience, full of excitement and anticipation.

We understand the importance of the children feeling safe, secure and happy in their educational setting and we work very hard to guide and ease the transition from nursery/home to a Reception classroom environment. We have very good links with a wide number of local nurseries and feeder

schools and are extremely proud of our strong liaison and relationships that we have established between them and ourselves. In the Lent Term we hold a special Nursery Teachers' Tea Party where the children invite their former teachers into school for a guided tour and the opportunity to hear about all the activities they have been up to since starting at GHS over afternoon tea.

We facilitate the settling in process by offering several opportunities for the children and parents to meet the staff and become familiar with their new environment prior to starting in the Michaelmas Term in September. In the Lent Term the children are invited to GHS to spend time with older, current girls making Easter arts and crafts. Towards the end of the Trinity Term the girls are invited into school for the New Girls' Afternoon as well as the New Reception Parents being invited to an Information Evening. The children are also given a 'Welcome to...' booklet with pictures of their teachers, different areas of the school and classroom to share at home and in Nursery.

Liaison between Reception and Pre-Prep

The Reception Team, the Head of Pre-prep and the Pre-Prep team work closely together to discuss planning, progression, assessment and induction issues, and attend training together. Liaison between the Reception and Pre-Prep is considered to be extremely important to ensure all records and personal knowledge of an individual child is passed on.

Reception – Year 1

In preparation for the move to Year 1 the Reception teachers plan for the following in the Trinity Term:

- joining with Pre-Prep for playtimes in the Trinity Term and on an occasional basis in preceding terms
- joining Years 1 and 2 for the Sports Day and Family Picnic
- joining Years 1 and 2 for Activities Morning in "Houses"
- joining Pre-Prep and KS2 for a 'House' meeting
- transition meetings with the Year 1 teachers to discuss each individual child, pass on EYFS Profiles and a written description of pupils' Characteristics of Learning.
- joining with Years 1 and 2 for the Christmas production and fund raising activities like Red Nose Day, Jeans for Genes Day, World Book Day etc.

At the end of the Trinity Term when the new class lists have been announced, the children take part in the New Girls Afternoon where they meet their new teachers and visit their Year 1 classroom. There is also an opportunity for their parents to meet socially with the Year 1 teachers.

Health and Safety

At GHS pupil welfare and safety is of prime importance and children are supervised at all times within the EYFS indoor classroom and outdoor environment. Duty lists and teaching timetables ensure that there are at least two members of staff with each class or group.

The general indoors and outdoors security in place complies, with all doors and gates being locked appropriately, with padlocks used where necessary. Security is enhanced by CCTV, security alarms, and intercom systems. Staff are made aware when there will be visitors in the building and on the premises. Visitors on site, sign in and wear name badges.

There are a number of policies in place to ensure the health and safety of the children to which the Reception staff team adhere. These include Child Protection, Safe Collection and Failure to collect by Parent/carer, Missing Pupils and Safety on Educational Visits when taking children off site.

The condition of materials and equipment is checked regularly with Risk Assessments in place. Special care is taken by staff when setting up, moving and managing resources and the children are taught the importance of using equipment correctly and safely and the need to be aware of others around them to ensure their safety too.

All electrical resources are checked yearly.

The staff in the Reception Classes have attended Paediatric First Aid Training.

Further information regarding the EYFS is available at www.gov.uk.

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