

# HIGHGATE INFANT SCHOOL

proud to be part of



## Early Years Foundation Stage Policy

November 2020

The Early Years Foundation Stage is an important and integral part of our school. We are committed to providing a high quality provision for all pupils. At Highgate we consider our Reception class to need a well-planned and resourced environment, and highly skilled staff who provide opportunities for child initiated learning alongside short periods of directed teaching. This combination supports children to take their learning forward and to provide opportunities for children to succeed in an atmosphere in which they feel cared for, in which they can develop in confidence and in which they feel valued.

At Highgate we aim to:

- make our children happy by developing a warm and secure relationship with adults and peers.
- satisfy the needs of our four and five year olds by creating an environment which allows and encourages opportunities to explore, experiment and investigate and to make mistakes.
- provide suitable equipment, materials and staffing levels.
- encourage parents to be partners in their child's education.
- to work closely with pre-school settings so that the transfer to school is a happy experience and to ensure continuity.
- consider sensitive ways of treating children when settling them in, promoting their learning and progress.
- provide opportunities for children to make choices and become independent in their learning.
- establish and maintain good relationships with parents, carers and other child care providers.
- provide the time, resources and adult support for learning through many forms of play.
- foster positive attitudes to learning, trust, confidence, curiosity, responsibility, independence and respect.
- develop each child's knowledge, skills and understanding in all seven areas of learning.

### Admission and Pre-School Links

At Highgate we try to make the transition from home or pre-school setting to school as easy as possible. We hold an open morning in the autumn term for parents that are considering school choices for the following September.

Our Teaching Assistants and Reception teachers visit local nurseries and pre-schools to liaise with nursery staff and to become familiar with the child before starting school to ensure continuity. All children are offered a home visit, in the summer term before they start school. The children and parents have the opportunity to visit the school on several occasions in smaller groups before beginning full days. Parents are invited to an induction meeting and are given information and advice to help prepare their child for starting school. All children now begin school on a full-time basis. When the children are settled into school each child is allocated a key person, parents are made aware of this so that they know who to go to with any questions or concerns.

## Parents

Children's experiences at home are highly significant to their achievement. We believe that when parents and practitioners work together in early year settings, the results have a positive impact on the child's development and learning.

We actively encourage parents to:

- feel welcome in school at all times
- enter into a partnership with school through our Home and School Agreement
- understand that the education of their children is shared by home and school and value their knowledge and expertise to support learning opportunities
- have access to their child's learning journey at all times and know that they may contribute towards it any time.
- share in their child's progress and achievements.
- participate in our coffee and learning together mornings.

## Provision

The classroom has its own cloakroom and dedicated outdoor play area. Equipment and resources are placed within reach of the children and they are encouraged to select, use and tidy this equipment with independence. There is suitable furniture in the classrooms for young children. Large and small apparatus is available and we have vehicles for outdoor use. We have access to a school field and allotment which the EYFS staff and children frequently make use of.

We are aware that assembly, playtime and dinnertime can be stressful to our younger children and every step is taken to make this time as pleasant as possible. We have a programme of gradual integration into assembly. The Reception children are given extra help at dinnertime. At home time every care is taken to make sure that the children are safe. Parents are encouraged to wait in the playground and the class teacher and children meet the parents at the gate.

## Curriculum

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

Children learn to be strong and independent through **positive relationships**

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

The Foundation Stage curriculum is organised into seven areas of learning, three prime areas:

- Personal, social and emotional development;
- Communication and language;
- Physical Development

and four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

These seven areas help us to plan the learning environment, activities and experiences which provide a framework for the early years curriculum. At Highgate we strongly believe that play is an important part of the curriculum and we support children's learning through both child initiated play and adult supported planned activities.

### **Transition to Y1**

At the end of the summer term the Foundation Stage class teachers will liaise with the Y1 staff about the children's progress in the Early Years Foundation Stage in order to facilitate the necessary curriculum requirements. Children spend time in the Year 1 classroom towards the end of the year to help them become familiar with their new teacher and their new surroundings.

### **Assessment, Recording and Reporting**

Each child has their own learning journey in the form of an online journal onto which observations and assessments are recorded. Parents have access to this and can view their child's journal at any time allowing them to also add any observations of their own or comment on existing ones.

Parents are invited to a meeting in the second half of the autumn term and in the spring term during which targets are set out for each child.

A Report summarising attainment against the ELGs is written for each child at the end of the year.

The reports states whether the child is:

- not yet reaching expected levels ('emerging')
- meeting 'expected' levels
- 'exceeding' expected levels

Parents are invited to discuss this with the class teacher if they wish.

### **Equal Opportunities**

All children at Highgate have equal opportunities to develop their potential. (See Equal Opportunities Policy)

### **Monitoring and Evaluation**

The monitoring and evaluation process is on-going with all staff. We regularly audit and adjust according to the children's needs.

### **Staff Development**

At Highgate all the staff are encouraged to develop and share their professional skills.

Information on news, courses and developments are available in a staff folder and on FROG.