Belvedere Infant and Junior Schools
EYFS Policy

Revised: September 2024
To be Reviewed: September 2027

School Vision

In Belvedere Infant School every child, every family and every minute matters. We are committed to providing an inspirational education which challenges all. Through positive relationships, we provide a trusting, safe and happy environment. Together with the local community, we sow the seeds of lifelong learning, helping to shape engaged global citizens.

Aims

Our aims are to ensure that every child in Reception will:

- Be happy and feel positive about school
- Feel safe and secure in their new environment
- Make friends and develop confidence in relating to new children and adults
- Become more independent and self-confident about tackling new skills and activities.
- Develop good attention skills and the ability to concentrate on tasks.
- Achieve the best in all areas of the curriculum and be proud of their achievements • Develop good social, moral, cultural and spiritual awareness

Principles that underpin this policy

We recognise that children under 5 year's olds have very specific needs. They need:

- To be in a class with a good adult to pupil ratio. All of our Reception classes have a full-time teaching assistant in them.
- Access to outside safe learning areas and easy access to washing and toilet facilities. EYFS children have access to separate toilet facilities and their own learning environment.
- Classrooms that are organised and make effective use of the space available.
- Children are given an appropriate amount of time to adapt to their new environment, to settle in and to learn new social skills.
- A smooth transition from their nursery setting.
- The Early Years curriculum provides opportunities to explore, investigate, create, manipulate, talk, imagine, listen and time to practise and master new skills.
- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged;

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.

Inclusion and Equal Opportunities

At Belvedere Infant school, we are committed to inclusion in all its aspects and ensure that all children, regardless of ability, race, gender, culture, SEND or disability, are given appropriate opportunities to access the EYFS curriculum. In order to achieve this, we provide a differentiated curriculum and appropriate support.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that they are able to progress towards the early learning goals. We plan to meet the needs of children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;

Reception Curriculum

The curriculum in the Foundation Stage is carefully structured in order to provide for:

- The different starting points from which children develop their learning, building on what they can already do.
- Relevant and appropriate content that matches the different levels of young children's needs.
- Planned and purposeful activity that provides opportunities for teaching and learning both indoors and outdoors.
- Teachers produce a medium-term plan based on the topic, together with weekly plans which detail the activities provided for the children, learning objectives, adult involvement, assessment opportunities and evaluation.

Our Reception curriculum recognises the above principles and aims to incorporate them as far as is practically possible. The curriculum is based on seven broad areas of learning, three of which are classed as Prime Areas and the other four areas are classed as the Specific areas. They are then broken down into 17 Early Learning Goals which are as follows:

1. Communication and language
   - Listening, attention and understanding
   - Speaking

2. Personal, social and emotional
    - Self-regulation
    - Managing self
    - Building relationships

3. Physical development
    - Gross motor skills
    - Fine motor skills

4. Literacy
    - Comprehension
    - Word reading
    - Writing

5. Mathematics
    - Number
    - Numerical patterns

6. Understanding the World
    - Past and present
    - People, culture and communities
    - The natural world

7. Expressive Arts and Design
    - Creating with materials
    - Being imaginative and expressive

Play in the Foundation Stage

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control impulses and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They can take risks and make mistakes, think creatively and imaginatively.

At Belvedere Infant School, we believe that well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Through play, children can develop an understanding of the world around them. They can practise and build up ideas, concepts and skills. They learn how to control impulses and to understand the need for rules. They can take risks and make mistakes, think creatively and imaginatively. They learn to communicate with others as they investigate or solve problems. They are able to express fears or relive anxious experiences in controlled and safe situations. They can be alone, be alongside others or co-operate as they talk or rehearse their feelings. We help children to learn through their play by planning and resourcing a challenging environment, supporting children's learning through planned play activity, extending and supporting children's spontaneous play and developing children's language and communication in their play.

The Role of Adults

All adults in the Foundation Stage should be aware of the need for children to actively explore their environment, be independent learners, set their own challenges and make their own discoveries. It is the adult's role to provide suitable learning resources, activities and experiences, to stand back and observe, to intervene where appropriate to extend children's learning and to create a safe and secure environment in which all children and adults feel valued.

Assessment

The main purposes of monitoring and profiling children's achievements are:

- To gain an all–round profile of each child's developing capabilities
- To highlight any specific needs and to plan appropriate learning paths
- To enable parents to be informed and contribute to their child's educational progress
- To enable staff to assess the effectiveness of their own planning and teaching and to monitor what is being achieved
- To inform future planning

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observational notes and photos shared on Tapestry, evidence in books and parent and child's voice. We complete a Baseline within the first 6 weeks of term to assess individual children's starting points. Targets are then shared at the Autumn term parent's meetings.

During the children's first half-term in the reception class, the teacher assesses the ability of each child using Insight. Insight data is then used to inform planning. Children will be assessed on an ongoing basis. Children are then assessed at the end of the year against the Early Learning Goals. Parents receive an annual report that offers brief comments on each child's progress throughout the year. It highlights the child's strengths and development needs and gives details of the child's general progress.

The role of parents

We believe that all parents have an important role to play in the education of their child. 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;
- the children have the opportunity to spend time with their class teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Reception classes;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term 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;
- having flexible admission arrangements for children with SEN difficulties that enables children and parents to become secure by allowing time to discuss each child's circumstances;

- arranging for children to start school over the first three weeks of term. We stagger the starting time of each child over this period, so that the teacher can welcome each child individually into our school.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school Reading diary and Class DOJO.

Transition

We use a staggered transition into Reception to gently build children's stamina, confidence, and familiarity with their new surroundings, preventing them from feeling overwhelmed by a sudden full-time schedule. Starting with a stay-and-play alongside parents creates a secure foundation before children gradually progress through short sessions and lunchtime routines, giving staff the dedicated time to get to know each child individually and help them settle happily into full-time school. However, we recognise that every child is different, so if parents feel it is necessary, they may ask for their child to attend full time from the first day of the autumn term.

Monitoring and Evaluation

The quality of our provision for the children in the Foundation Stage is our main priority. To ensure that we provide the best possible quality of teaching and learning, we have a rigorous system for monitoring and evaluation. All planning is monitored regularly. The individual Reception teachers are also responsible for evaluating their own planning and practice and identifying areas for improvement. Where necessary training courses are attended by members of the Foundation Stage Team in order to improve their own knowledge, skills, and understanding and the effectiveness of their teaching. Team members also meet on a weekly basis to discuss planning, organisation, resourcing or training needs. Where major improvements are deemed necessary, these are implemented through the School Improvement Plan.