



**Richard de Clare  
Community Academy**

**Early Years Foundation Stage  
Policy**

Agreed	Autumn 2019
Review date	Autumn 2021

## Early Years Foundation Stage Policy

Within this policy the term Early Years Foundation Stage is used to describe the children who attend our nursery and reception classes.

### Aim

At Richard de Clare Community Academy we aim to provide the highest quality education for all children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work with parents to inspire children to achieve.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. Children start nursery in the school year that they turn four.

Children usually start their reception year the September after their fourth birthday. On starting Richard de Clare Community Academy children will have had a wide range of experiences, some will have separated from their parents at pre-school settings whilst for others this will be their first experience of unfamiliar adults and large groups of peers.

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 confident through **positive relationships**
- Children learn to 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
- Children develop and learn in different ways and at different rates

### Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We have a fully inclusive policy which enables children whose needs require additional support to be within their class.
- Work in partnership with parents to meet the needs of every child.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide a balance of adult-initiated and child-initiated learning opportunities which are supported by the adults within the setting.
- Provide a secure and safe learning environment.

## **Early Years Foundation Stage Curriculum**

### **Observations and Assessments**

We assess the children in the Nursery and Reception classes against Development Matters objectives and the EYFS profile. We collect evidence to inform and support our Early Years Foundation Stage Profile judgements. We observe the children in both child-led and adult-led situations. We carry out formal focussed observations and informal on going observations.

Teachers use the information to plan learning opportunities which build on and move children's learning onto the next stage. They meet to discuss the attainment and progress and actively work with other local schools to moderate learning.

### **Parents as partners and the wider context**

We strive to create and maintain partnership with parents and carers, as we recognise that together we can have a significant impact on children's learning. Throughout the school year opportunities are scheduled for parents to join their child in school.

Individual targets are shared termly with parents. Parents are invited to attend parents' consultations on a termly basis. During the summer term parents are provided with a report based on their child's development within each of the areas of learning and development and the characteristics of their learning.

Parents are actively encouraged to contribute to our observations and assessments of children by sharing the things which their child enjoys and achieves out of school by adding comments and photographs of home experiences to Tapestry. Teachers use this information to support their observations and to contribute to the Early Years Foundation Stage Profile.

### **Transition**

Transition is carefully planned for children who are coming into both the nursery and reception classes.

Home visits are offered to all children who are starting nursery. Parents receive a new parent pack, which contains information about the school.

Before children start in the reception class, parents are invited to a meeting to find out more about the school and what to expect when their child starts to attend. During this time children meet their class teacher and spend time in the classroom environment.

Towards the end of the reception year, children will meet their year one teacher. In order to support a smooth transition all teachers are able to access information about children's attainment and progress.

### **First Aid**

Throughout the EYFS there are designated members of staff who have completed Paediatric First Aid training. These members of staff carry out first aid as required in accordance with the schools medical policy.

## **Welfare**

At Richard de Clare Community Academy we believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.

At Richard de Clare Community Academy we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 (<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012>).

## **Equal Opportunities**

All children are entitled to have access to a curriculum, irrespective of gender, ethnic background, age, starting point or disability. The materials that are used reflect a multi-cultural society and the contribution of different men, women and races to the subject are acknowledged. We seek to ensure that all matters of discipline are dealt with fairly and take into account children's different life experiences.

## **Monitoring, Evaluating and Review**

Learning and teaching in the Early Years Foundation Stage will be monitored regularly as part of the school's monitoring cycle. The implementation of the policy will be monitored and evaluated by the Headteacher, Local Governing Body and the NEMAT Trust Board.

This policy will be reviewed in the Autumn Term 2021.