



# George Fentham Endowed School

Hampton in Arden

## George Fentham Endowed School

### Early Years Foundation Stage Policy

#### Introduction

At George Fentham Endowed School we have 26 part-time Nursery places (3/4 year olds) and 30 full-time Reception places (4/5 year olds).

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that all children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school "readiness" and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

#### The Early Years Foundation Stage Curriculum

There are seven areas of learning and development that shape the curriculum in the Early Years Foundation Stage. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, their capacity to learn, form relationships and thrive. These three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

There are four further specific areas through which the three prime areas are strengthened and applied. These are:

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





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### EYFS Curriculum Intent

The Early Years team at George Fentham Endowed School is committed to providing the best possible start to every child's education. We believe children should feel happy, secure and valued and our curriculum and environment provide opportunities to develop the skills, attitudes and knowledge for life-long learning.

The EYFS curriculum offers exciting and varied opportunities to support each child's development through stimulating play-based learning in preparation for the National Curriculum in Key Stage One. We value each child as an individual with unique interests and we plan a curriculum to allow their fascinations and talents to be celebrated. Our curriculum aims to stimulate children's curiosity to explore the world around them and to enable each child to achieve their full potential.

### Curriculum

Half termly Curriculum plans have been developed based around a specific learning theme. These plans have been carefully coordinated to ensure progression and appropriate challenge through the whole of the Foundation Stage.

### Learning and Teaching

Each area of learning and development is implemented through planned purposeful play, through a mix of adult led, child initiated activities. Children working independently and are supported by an adult play partner. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. In planning and guiding children's activities, teachers take account of the different ways that children learn. Children will need to play and explore, to be actively involved in their learning and have opportunities to be creative and think critically.

### Outdoor environment

At George Fentham we view the outdoor area as an extension of the classroom. Both Nursery and Reception have outdoor environments that are used daily, providing rich learning opportunities across all areas of the curriculum. The children are encouraged to pursue their own interests and initiate their own play.

### Staff organisation and management

Each class is staffed by a qualified Early Years Teacher. In addition to this, there is at least one Teaching and Learning Support Assistant in the Nursery class, and one in the Reception class.





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### Assessment, Recording and Reporting of Progress

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities. On-going assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interest and learning styles and to then shape learning experiences for each child reflecting those observations.

The assessment of children's progress and development takes a variety of forms including:

- Observations made whilst supporting children in their play and scaffolding their learning.
- Photographs and samples of work presented in floor books.
- Evidence of independent tasks to show embedded learning.

Baseline assessments are completed within 4 weeks of a child entering Nursery and within 6 weeks in Reception using the Department for Education baseline framework. Progress is tracked on a termly basis, until a final picture of each child's achievements is completed at the end of the Reception year.

Each child's level of development is assessed against the Early Learning Goals in the EYFS profile. We indicate whether children are meeting expected levels of development or working towards them.

The EYFS teachers work closely together to ensure a smooth transition between Nursery and Reception. End of Foundation Stage assessment outcomes are also shared with Year One teaching staff to ensure each child's learning and development needs are catered for as they enter Key Stage One.

In order to ensure that accurate assessment judgements are made, our Early Years staff moderate within school, attend regular moderation meetings with collaborative schools as well as moderation training delivered by the Solihull Early Years Advisory Team.

### Links with Parents

We recognise that parents significantly influence their children's learning and development. We seek to develop an effective partnership between home and school.

At George Fentham Endowed School, we involve parents in a variety of ways:

- Teachers and parents are in regular contact.
- We have a very carefully planned and structured induction programme where both parents and children can visit Nursery/Reception before they start.





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- We welcome the support of parents such as on educational visits and extra curricula activities/trips and in the classroom when appropriate.
- Information on the curriculum and learning themes is available to all on the school website.
- Parents are encouraged to talk to the class teacher as soon as possible if they have any queries or concerns.
- Parent/Teacher consultations are held at least twice a year.
- When possible Nursery and Reception parents are invited to INSPIRE workshops each year where they can find out about supporting their child in a specific curriculum area, and then spend some time working with their child.
- At the end of the academic year, once reports have been given out, parents are also invited to an informal parent's afternoon/evening to look at work on display, discuss reports, and to ask any questions.
- Parents receive a Profile report that indicates whether children are meeting expected levels of development at the end of Foundation Stage.

### Inclusion and Equal Opportunities

The principle of individualised learning underpinning the Early Years Foundation Stage (EYFS) extends to all children; early years' practitioners have a responsibility to promote the development of all children within the EYFS.

At George Fentham we believe that every child matters. We give our children every opportunity to achieve their best.

We aim to stretch and challenge all of our children, so that most achieve the Early Learning Goals by the end of the Foundation Key Stage. We achieve this by planning to meet the needs of all boys and girls, children with special educational needs, children who are more able, children who are gifted or talented, children with disabilities, and children from all social, cultural, ethnic and religious backgrounds.





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### Safeguarding

We provide an environment where children are healthy, safe and secure where their individual needs are met and they have positive relationships with the adults caring for them.

Staff members are alert to any issues for concern in the child's life at home or elsewhere and will follow the guidelines outlined in the school's Safeguarding and Child Protection Policies and procedures.

We follow the appropriate requirements for staff: child ratios (please see the Statutory Framework for the EYFS and additional Solihull guidelines). Enhanced DBS checks are carried out on any adult working in the setting.

Staff members take all reasonable steps to ensure children are not exposed to risks. Risk assessments are carried out to demonstrate how risks are removed, managed and minimised. Staff included in the EYFS ratio have a current paediatric first aid certificate and at least one first aider will be present at all times.

To ensure the safety and welfare of the children in our care the protocols for the use of communication devices in the setting are outlined in the EYFS Use of Mobile Phones/Devices Policy and the school's Child Protection and Online Safety Policies.

Mrs L Brown and Mrs J Durkin  
Updated December 2021

Agreed by Governors  
January 22

