



GRASVENOR AVENUE INFANT SCHOOL

Early Years Foundation Stage Policy

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In Reception we use a system called Evernote for storing the observations made of children. Each child will have their own 'notebook' which will be shared with parents during their child's focus week (and at any other time a parent requests this). This enables parents to have a complete understanding of their child's progress and development across all seven areas of learning. Observations will be recorded in the form of written text and photographs and occasionally video and audio observations.

Every teacher is a teacher of every child including those with SEN.

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 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, DCSF, 2017.

At Grasvenor we fully endorse the above statement and are committed to providing a high quality early years' education which gives all of our children a secure and confident start to their school life and nurtures a lifelong love of learning.

The Longer view (Aims)

The Early Years Foundation Stage (EYFS) is comprised of seven areas of learning and development which are divided into three Prime Areas and four Specific Areas.

The Prime Areas are:

- Communication and Language
- Personal, social and emotional development
- Physical development

These are supplemented by four specific areas of learning.

The specific areas are:

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

All seven areas of learning and development are underpinned by the 'Characteristics of Effective Learning' which support the child in developing the skills required to become and remain an effective, independent and motivated learner. These characteristics are;

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

It is important that children are given the opportunity to develop the Characteristics of Effective Learning and to develop their learning within the 3 Prime Areas during the first 5 years of their lives. This enables them to develop the skills they require in order to learn and develop their understanding within the four Specific Areas of learning.

Provision

- We have a team of high quality, dedicated, professional and caring Early Years Practitioners, who work together to plan and deliver a high quality and diverse curriculum.
- We value parental involvement and run an open door policy.
- We have high staff to pupil ratios ensuring that the needs of each child are met both academically and emotionally
- We provide a rich variety of experiences for your child including a minimum of 3 school trips.
- We have a welcoming, child friendly and stimulating indoor and outdoor environment.
- Each child is assigned a key worker. This is an adult which will become the parents' first point of contact and with whom children will do a great deal of their one to one learning.
- Each child will have an Evernote (online journal) Notebook which also allows parents to message the teacher to ask questions or let the staff know important information. This is a key resource to an effective parent/school partnership.
- Each child is provided with a Reading Record book, which is used by their family and the Reception team to track their development within reading.
- Each child will have a focus week during which they are the primary focus for observations, and the planning will reflect their child led ideas.

Transition

At Grasvenor we understand that every child is unique and that children join us from a wide range of settings, including those who have not yet been in a formal setting of any sort.

We manage this transition into the EYFS in the following ways:

- Each child has the opportunity to visit the school for a 'Stay and Play Afternoon'. This gives the children the opportunity to become familiar with their new environment with their parents present.
- The children are then split into two phased entry groups using a system which includes; morning, lunch and whole day sessions.
- These entry groups are created based on information from parents regarding preferences, information from previous settings and the child's individual needs. Where possible we try to be flexible regarding moving children to another induction group if necessary.
- Towards the end of the summer term the children in Reception will be able to meet the adults who will be working with them during their time in Year 1 and spend some time in their new classrooms. This ensures a smooth transition for all children from the EYFS into Key Stage 1. At Grasvenor the Key Stage 1 teaching follows a similar delivery

method the children are familiar with in Reception, allowing them to easily progress with their learning in a familiar style.

The Cycle of Observations, Planning and Assessment

Observations

- We observe each child in their child initiated play, during focus activities and while they are involved in the routines and events which take place in Reception and across the wider school environment.
- All children are observed throughout their time with practitioners are careful to record 'wow' moments for all children, where children have shown particular interest or new learning. Observations will also be done on the child's achievements or understanding in objective led/ practitioner led activities. Children will also be a Focus Child on rotation, with 5 or 6 children per week. These Focus Children will be observed in all curriculum areas as well as having a longer narrative observation done, based on their interests and next steps.
- Observations are recorded in a number of ways;
 - Onto our online learning journey system (Evernote) either directly or on post its
 - Narrative Learning Stories.
 - Post it notes or annotations in their writing books
- Observations utilise an objective led planning approach, where we take the objectives into the child's play, concentrating on their next steps in order to progress their learning.

All observations will be uploaded on to Evernote in a timely manner and can be viewed instantly by parents.

Children will also have workbooks in class and the work in these books will not always be duplicated onto Evernote but will always be available to parents and for assessment purposes.

Planning

- Overall planning is done on a weekly basis.
- Individual planning is done on a daily basis, taking its lead from the focus children's learning during each day.
- We use an objective led planning approach to ensure that all adults are clear of the desired outcomes from an activity.
- There will be 5 or 6 children per week on rotation for focus weeks.

Assessment

- The children are assessed on entry to the EYFS, this is known as a baseline assessment. This information is recorded onto the school tracking system Routemap.

- Routemap is updated 4 times per year with children's progress against the areas of learning within the EYFS.
- At the end of the EYFS the children are assessed against the Early Learning Goals (ELGs) and the cohort data is submitted to the Local Authority.

Evernote (Online observation system)

In Reception we use a system called Evernote for storing the observations made of children. Each child will have their own 'notebook' which is shared with parents online and is available at all times through their passworded account. This will also form the basis for parent meetings held during the school's Focus Week (and at any other time a parent requests this). This enables parents to have a complete understanding of their child's progress and development across all seven areas of learning. Observations will be recorded in the form of written text and photographs and occasionally video and audio observations.

Parents are given access to their own child's Evernote notebook via a unique log in. They are encouraged to use this regularly to keep themselves informed about the learning their child is involved during their school day. The system also gives parents the opportunity to add photos and observations of their own to support the practitioners to develop a complete picture of each child. The Reception team is always available to support parents with any aspect of this online recording system. They can be contacted either in person or online through the system itself.