

The Reddings Primary and Nursery School



Early Years Foundation Stage Policy

Rationale

The Early Years Foundation Stage (EYFS) is the area of education upon which young children build the rest of their lives. It is a single framework for care, learning and development.

All learners are given the opportunity to experience the best possible start to their education to develop solid foundations which will ensure that they are life-long throughout their school years and on into adulthood.

The 'Statutory Framework for the Early Years Foundation Stage' refers to children from Birth to the end of Reception class. It sets out a series of Early Learning Goals for children to work towards by the time they reach the end of EYFS at the age of 5+.

Whilst the expectation is that most children will achieve the Early Learning Goals at the end of the reception year, younger children will be provided with experiences which will support them in reaching the goals at the appropriate time.

Rich, stimulating and appropriate experiences will provide each child with opportunities to develop their skills, knowledge and confidence.

Purpose

- To make the child's first experience of school happy, safe, positive and fun.
- To ensure that all learners feel valued and secure in the Foundation Stage setting with positive relationships between carers and staff
- To ensure a breadth and balance in the curriculum through carefully planned adult input and sensitive interaction using the appropriate Development Statements and Early Learning Goals whilst having regard for the skills and attitudes the Key Stage 1 National Curriculum will demand
- To encourage parents to become partners with the school in the education of their children
- To provide a curriculum firmly based on active learning to meet the needs of the individual child
- Within any Early Years Foundation Stage cohort there will be wide variations in terms of development and maturity as well as family, religion, cultural background and special needs. Children will have differing experiences, interests, skills and knowledge, which affect both their learning pace and styles. This diversity is embraced through planning which has a flexible approach, using a wide range of strategies and teaching styles to address the particular needs of the children, families and the community
- No child is to be disadvantaged but each encouraged to develop self esteem and confidence in their ability to learn
- To further love of learning, inquisitive minds and the ability to discuss, adapt and

- negotiate
- Well planned play and purposeful activity with challenge and enjoyment, (both in and out of doors,) will provide a wealth of opportunities for teaching and learning. Within a well-planned, organised environment, learners should be able to explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities which are planned by adults as well as those which they plan and start themselves
 - To provide the learners time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes to learning. Working alongside staff who understand how young children learn and develop, so that they can observe and respond to them. Appropriate intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress
 - To monitor progress throughout the Early Years Foundation Stage, while taking action to identify areas of concern and provide necessary support
 - To help learners develop self-control and to respect the feelings, needs, culture and the abilities of others
 - To provide safe environments to play and explore, teaching learners how to keep themselves healthy and safe

Guidance

Parent Partnership

Parents are the primary educators of children and are important and as such it is a fundamental principal of the Early years to include parent's voice within the education of their children whilst in the Early Years.

- Parents are encouraged to share their child's 'Learning Journeys' with them and to add their own comments, to ensure the adults working in the Foundation Stage have a more rounded understanding of each learner's progress at home as well as at school. Parents are also encouraged to complete 'Magic Moment' style sheets to further support teacher's understanding of progress made at home
- A yearly Parent Questionnaire ensures that staff understand parents views of the Early Years
- There is an induction meeting for parents in the Summer term, to meet the teachers and ask any questions that they may have. They also receive a 'Welcome to The Reddings' information pack.
- Parents are encouraged to visit the school with their child before the child begins school to help with familiarisation and to support transition. This is also supported by a range of 'stay and play sessions' in September
- Parents and learners new to the school have their own additional stay and play session in the Summer term to enable parents to ask questions that they may have of staff, and for learners to become familiar with the environment, and teaching staff, in a smaller group
- Home visits of children new to the school allows the child to become familiar with the staff in their own home, whilst giving the parents the opportunities to talk about the needs of their child in a relaxed environment
- Parents are asked to complete a welfare and medical form as well as one to find out about their child, including their likes, dislikes and any concerns they may have.
- Parents are encouraged to talk to the child's teacher if there are concerns. There is also an opportunity for parents to meet the teacher formally during Parent Consultation meetings, as well as more informally at the beginning and end of each day

Settling In

The Reddings operates a single term admissions policy with all children starting in the Autumn Term.

EYFS1

- A gradual, well supported admission to the Early years allows children to be introduced to the routines of the school at a pace that they are comfortable with and gives the staff the time to sufficiently support children into a new environment, with an understanding that some learner's may require more comforting and socialising as they approach more directed learning situations than they may have experienced before. Therefore the intake of new children takes place over the course of the first week
- Children are given the opportunity to visit the school for 'stay and play days' to support their transition into school
- The class teacher and Early Years Practitioner visit children and parents at home and talk with the child and parents to develop familiarization as well as to understand more about the things that they like to do, in order to try to match the activities provided in the first few days at school with those that the child likes. The beginning of term is delayed for this purpose
- Each child is assigned a Key Worker who will know the child a little better and will facilitate their settling in

EYFS2

- Where possible, the EYFS2 teacher visits the children in their Nursery setting before they start school. In the case of children transferring from The Reddings Nursery to Reception, there are lots of opportunities for the learner's to meet the EYFS2 teacher in their own classroom as well as time set aside in July for them to explore what will be their new classroom
- Teaching Assistants from Year 1 work part-time in reception to ensure continuity of teaching staff as well as continuity of knowledge of learner's skills and learning styles
- Learners transitioning from the Reddings Nursery into Reception begin on the first day of the Autumn term and after they have settled, learners new to school begin.
- The routine of the school day is introduced gradually, especially those aspects that take the child away from their environment, for example: PE and assembly
- Staying for lunchtime is approached gradually and monitored to ensure that all children feel comfortable and secure. For the first few weeks the children are supported by the Early Years Practitioners in the hall and also in the Early years garden, before moving with EYFS practitioner support onto the top playground

At the end of EYFS2, there is extensive transition time as learners leave the foundation stage and move into KS1. The year 1 teacher spends time in the EYFS2 classroom as well as the EYFS2 children spending time in the year 1 class.

- A carefully structured curriculum based on the 'Early Years Foundation Stage' offers provision which takes account of the differing starting points of the children in the early Years across the seven areas of learning.
- The Development Statements provide a progression through to the end of EYFS2
- Children are provided with activities and experiences that allow them to achieve their full developmental potential
- Activities are designed to challenge and extend their skills and knowledge.
- The curriculum is based around Prime and Specific areas of learning, where the three prime areas underpin all of a child's learning experiences.
- The teaching within the Early Years takes into account the learning styles- the 'characteristics of learning' of individual learners to ensure that they are supported and taught in ways that suit them best.
- The school uses Read Write Inc to support the development of phonics, which is taught daily across the school
- The school uses the Nelson handwriting scheme to support handwriting development

The seven areas of learning support, foster, promote and develop children's well being and development around

Personal, Social and Emotional Development -

This is crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. The school uses the SEAL's curriculum to support our teaching of PSE.

Communication and Language Development-

The key skills will develop confidence in communication, teaching speaking, listening and understanding in a variety of settings and purposes.

Physical Development –

This will improve the skills of co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being.

Literacy-

Learners will have a wide range of books read to them and will read simple texts for themselves. Familiar books will help learners rehearse phrases and interesting vocabulary that will become part of their own speech and ultimately writing. They will also be provided with a range of opportunities for writing and mark making for a variety of purposes. The school uses the Letters and Sounds document to support our teaching of phonics.

Maths -

We will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Understanding of the World –

Crucial skills of problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for the later teaching of Science, Design and Technology, History, Geography and I.C.T.

Expressive and Creative Arts-

Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

Assessment

Assessments are made to inform staff of the needs of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities that match specific needs.

- Monitoring of each child will take place through regular observations, discussion, photographs, record keeping and planned assessments
- Nursery baseline, teacher assessments will take place within 2 weeks of the start of each academic year using observations of learners. New 'Entry to Reception Baseline tests' are no longer statutory. The Government is reviewing new baseline tests.
- Children in EYFS1 and 2 are assessed according to the appropriate Development Statements and their progress is tracked half termly
- EYFS2 Profile data is updated and completed by the end of June and the LEA is given a summary of each child's achievement profile. An end of year report summarising the achievements from the Foundation Stage Profile is sent to parents. The Early Years Profile is currently under review by the Government, but is to remain in place for the academic year 2017-2018
- The Hertfordshire EYFS Toolkit supports staff in tracking the progress of individual learners, different cohorts and vulnerable groups
- The profile data is discussed with Year 1 teachers so that they can continue to support the children to achieve the early learning goals if they have not done so before they fully access the KS1 curriculum

Planning

Planning takes place collaboratively between all of those working within the Foundation Stage Unit and is used to meet children's needs socially and academically based upon observations and assessments of individual learners. It is underpinned by four themes and principles: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development and the 16 commitments that support them.

- Planning takes place on a weekly basis taking into account both the needs of the children and their particular interests and learning styles whilst using the Development statements as a means of continuity and progression for their learning
- The views of the learners are sought at the end of each week to gather suggestions and ideas of activities that would support their learning of the theme to be taught
- The needs of the learners will be fully understood by careful observation of their play, assessment during adult led tasks and through their own self reflection
- Learners are given opportunities to explore and develop learning experiences, which help them make sense of the world through structured play
- Learners will be given the opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning that is not exclusive to a classroom setting and provides different approaches and tasks to be adapted to different learning styles. The children make their own selection of the activities on offer as this encourages independent learning

Associated Policy Documents

Intimate Care
Teaching and Learning
Positive Behaviour
Safeguarding
Special Education Needs
Equality Policy
SMSC

E. Fleet 2010

1st review: Jan 2013

2nd review March 2015

3rd review: March 2017

Review date: March 2019