



Policy for the Early Years Foundation Stage

Rationale

'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.'
(Introduction 1 Statutory framework for the Early Years Foundation Stage 2014)

At Longroyde Primary, we embrace this important philosophy as the key to our work with the young children in our care in our Foundation Stage Provision, where we work with children from the ages of 2 – 5 years old. We use the EYFS Statutory Framework to set the standards for the learning, development and care of the children who attend our setting. We also acknowledge that:

'Providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.'
(1.1 Statutory framework for the Early Years Foundation Stage 2014)

The Aims of Early Years Education

Effective practice in the EYFS is built on four distinct themes and the commitments that go with them. The themes and commitments, as set out in the statutory framework, are briefly explained here:

- **A Unique child** recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety and well-being.
- **Positive relationships** describes how children learn to be strong and independent from a base of loving and secure relationships with parents and a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- **Enabling environments** explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity and multi-agency working.
- **Learning and development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Every Child Matters

By following the EYFS approach, and ensuring that these themes and commitments form the basis of our practice, we ensure that we will meet the overarching aim of improving outcomes and that we acknowledge, that it is every child's right to grow up safe; healthy; enjoying and achieving; making a positive contribution; and with economic well-being which are the 5 principles of "Every child matters".

Organisation and Layout of the environment:

Little Longroyde is situated within the school grounds in the bungalow and is the setting for our 2-3 year olds. Longroyde Nursery is situated within the school and is the setting for our 3-4 year olds. Due to numbers for some sessions Little Longroyde and Longroyde Nursery children will be altogether situated within the school. The Reception Unit comprises of two classrooms and is also part of the school. All settings provide access to outdoor provision (both covered and open). In Longroyde Nursery and Reception children are given free access to the outdoor play area during each session and there is always a member of staff outside to supervise and encourage learning and play. In Little Longroyde children have a set time for outdoor learning.

The Foundation Stage is organised so that children have the opportunity to learn in a rich and varied environment which supports their learning and development. They are given the confidence to explore and learn in a secure and safe, yet challenging indoor and outdoor space. It is divided into specific areas which each encourage different areas of development for the children. Home role-play is always on offer, along with mark-making, painting, cutting and sticking, snack, books, blocks, construction, water, sand, malleable materials, a maths area, music area, transient art and science investigation area. We aim to offer similar activities - where appropriate – outside, so that children continue to learn through play with natural resources and have the same learning opportunities both inside and out.



Organisation of resources

Resources are well organised and labelled to encourage self-selection and independence within each of the different settings of the Foundation Stage. Resources are changed, where appropriate, so that children continue to be challenged and stimulated as they gain new experiences and develop new skills.

Daily routine

The daily routine of the Foundation Stage is important as children gain security and stability from following clear routines. Children learn through a balance of whole class teaching, (particularly for teaching literacy or maths concepts), adult-led focused activities and through child initiated play. .

Learning and Development

The EYFS learning and development requirements comprise three elements:

- The seven areas of learning and development and the educational programmes.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

There are seven areas of learning and development. None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas, are:

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

Children are supported in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

Role and responsibilities of adults in the Foundation Stage Unit

All adults working in the Foundation Stage remember that:

- Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.
- Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

All adults working in Foundation Stage act as the "Key Person" for groups of children within their care. The "Key Person" is a person who has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. The Key Person is also responsible for keeping up to date with observations and Learning Journeys.

Adults will vary their role: sometimes leading focused activities, and often observing and developing child-initiated play through careful questioning and intervention, or by watching and noting areas for future development. They will act as role-models through appropriate use of language and interactions, encouraging children and supporting their learning in all areas.

PLANNING THE CURRICULUM

'In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Long term planning

We are currently following a 2 year topic cycle.

Mid-term planning

We produce half-termly objective overviews, based upon the long-term planning. These acts as a guide for us: planning may change according to the needs and interests of the children. From these we plan focused activities and decide how we will change the resources (continuous provision) for the children. In all areas of the Foundation Stage Unit, a planning sheet is displayed which shows what children could be learning while playing in that particular area, and gives adults ideas on how to develop their learning through questioning and planning the next stage of their learning. In Longroyde Nursery, the children develop their phonic knowledge through the use of the Letters and Sounds Phase 1 material. In Reception Class, we follow the Read Write Inc scheme for the teaching of phonics within the unit; and use the objectives from the EYFS Development Matters as our medium-term plans for numeracy

Short-term planning

We use focused activity sheets to plan for any specific adult-led activities. We use the standard school planning format for Literacy, Numeracy and Topic planning in Reception Class. Daily observations are used to determine next steps for children and form the basis of our planning for working with individual children in the different areas of the Foundation Stage.

SMSC in the Early Years

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. Nursery rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. This is continued as children move into Reception and start to learn all of our special whole school rules. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

Observations, Assessing and recording progress and Reporting to Parents

Observations form the basis of our assessment of the children's learning. 80% of our judgements are based on informal observations in the form of written anecdotes or photographs and through talking to the child and their parents/carers. Only 20% of our assessments are done more formally.

Our observations feed into each child's unique "Learning Journey" which acts as a record of their progress for each year in the Foundation Stage. These are available for parents/ carers to see at all times. We also use the observations to make judgements for the Foundation Stage Profile which must be completed by the end of each child's Reception Year. Each child's level of development is assessed against the early learning goals and indicates whether they are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). For the Nursery children, "Development matters" is used to determine the current stage of learning for each child, and how we can move them on to the next step.

Parents are invited to attend two parents evenings spread out throughout the school year to discuss their child's progress. In Reception Class, children will take home a Progress Phonics and Mathematics Check in the Spring term as well as an end of year report which formally details the progress that the child has made throughout their year in Reception class. All Foundation Stage children will take home their Learning Journey as a record of their achievement at the end of the academic year.

Transition and continuity

An open day will take place in June/July to allow prospective pupils and parents to visit the setting and talk to staff. In addition, a parents' meeting in June will clearly explain the information that parents need to know and give them the opportunity to ask any further questions.

Some children will attend different Reception classes, and the Longroyde Assessment booklet will be passed on to the next teacher. Teachers from other settings are encouraged to come and visit children in the Unit.

Home visits will be conducted by reception staff in the first week of the new school year in order for children and parents to meet staff in a familiar and comfortable place for them.

Some children will attend our Reception class after attending a different pre-school setting. The Reception class staff will offer to visit them in their pre-school setting during the summer term before they enter Reception class.

In all instances, we will communicate information which will secure continuity of experience for the child between settings.



Transition from Reception to Year 1

Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Parents as partners

“Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings the results have a positive impact on children’s development and learning.”

We aim to provide a welcoming atmosphere with approachable staff in order to help to create effective communication. We believe that effective communication means that there is a two-way flow of information, knowledge and expertise between parents and staff in the Unit.

In order to achieve this we:

- Encourage parents/carers to come in and help (subject to the relevant checks)
- Provide stay, play and learn sessions once a month (starting after October half term)
- Provide parents with relevant information: half-termly and weekly newsletters; parents' notice-board
- Encourage an open and honest approach – discussing with parents any important and relevant information or any potential problems as soon as they arise
- Invite parents to attend our weekly “Achievement” assembly, to celebrate achievements.
- Invite parents to attend open evenings
- Encourage parents to contribute to their child's Learning Journey so that they feel informed about their child's progress.

Equal opportunities and inclusion

We aim to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged - but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We will focus on each child's individual learning, development and care needs by:

- Removing or helping to overcome barriers for children where these already exist
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary
- Stretching and challenging all children

All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.

SPECIAL EDUCATIONAL NEEDS

See Inclusion Policy

EYFS Practice Guidance (P6) clearly states that we must “Plan for each child's individual care and learning requirements. The focus should be on removing or helping to counter underachievement and overcoming barriers for children where these already exist. We must identify and respond early to needs which could lead to the development of learning difficulties. There must be appropriate challenges for gifted and talented children.

Health and safety

All staff must be mindful of all Health and Safety issues and the Statutory Welfare Requirements of the EYFS at all times. Risk assessments should be carried out when necessary.

Review and evaluation

This policy was reviewed December 2016 and will be updated December 2017

This policy has been produced by A Ayrton – Early Years Lead in January 2017 and supersedes any previous policy.

Approved by governors on: 1.2.17