



If we believe it, we can achieve it.

EARLY YEARS FOUNDATION STAGE POLICY 2016/2017

OUR VISION

Children in the Early Years Foundation Stage learn best by doing, i.e. through active participation in an environment where they are safe and secure and where their individual needs are catered for. Children do not make a distinction between 'play' and 'work' and neither should practitioners. Children need time to be engrossed, work in depth and complete activities.

AIMS

At Laycock Primary School, we aim to provide a safe and stimulating environment where everyone is valued and children thrive, enabling them to reach their full potential.

In the Early Years Foundation Stage, we aim to do this by providing a curriculum which is carefully structured and integrated thereby ensuring:

- Provision for the different starting points from which children develop their learning, building upon what they can do, valuing learning through play and first hand experience
- Children are encouraged to be independent and autonomous in their learning.
- Children think in a positive way about themselves so that they feel respected as individuals, whose culture and language are valued
- Parents and practitioners work together to provide a secure link between home and school
- Ensure that all children have high quality learning experiences.
- Consider children's interest, previous experience and needs when planning for their learning.

These aims are met through effective teaching and learning.

LEARNING

The Prime Areas of Learning

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas of Learning

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to place, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Although the Early Years Foundation Stage Curriculum is divided into seven areas of learning it is important to remember that children do not separate learning into subject areas. They learn from everything that is around them and their experiences.

Equal importance is attached to the inside and outdoor learning areas and these should be stimulating, engaging and well organised, so that children can independently access resources. Activities are a balance between adult led, adult planned and child initiated. The classroom is organised into defined areas with the appropriate resources stored in an accessible way and labelled accordingly.

TEACHING

Laycock Primary School employs a whole range of teaching strategies and uses informed observations as the basis for good teaching.

- **Observations:** Staff have a range of observations; these give information about the individual, the group, the teaching, the resources or the environment, which can then inform the planning. Observations are recorded and latter collated with photographs sent home with the children at the end of the year in a learning journey.
- **Evaluation:** Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly and planning is flexible to take account of this information.
- **Planning:** Planning is an ongoing part of everyday life at the centre; it evolves from observation and evaluation. Planning is completed by the team in an open ended ongoing way. It can be verbal or written. Planning is also required to work towards the EYFS Curriculum and to follow our own Curriculum.
- **Structure:** Each day the learning environment is structured in such a way that the resources, equipment and staff are available for the children to access planned areas of development through many first hand experiences. The daily routine remains the same e.g. snack time, story time etc to enable the children to feel secure.
- **Intervention:** Through constant and careful observations, staff will know when the time is right to intervene and join in group play leading it forward, or when not to intervene but rather protect the group from intrusive intervention and allow high quality free flow play to proceed.
- **Teacher intensive activities:** Planning will include periods where there is direct and focused teaching input. This may include the whole group, small groups of one to one teaching.
- **Differentiation:** Ongoing assessments (both formal and informal) allow staff to differentiate the curriculum to give appropriate extra support to children who may need to take small supervised steps to improvement and to others who are leaping ahead.
- **Role models:** Adults will be good models of high values and good attitudes, setting examples of kind, caring respectful citizens prepared to challenge stereotypes, show empathy, support those in need and to be assertive where necessary.
- **Child centred interests:** Through observations staff will be able to identify the special interests of a child or small group of children and support and extend their knowledge. Some children may need opportunity to work through particular schemes.
- **Behaviour Management:** Staff will operate with a few simple rules and routines in a way that gives clear boundaries enabling all children to feel safe and secure. The

behaviour ladder used throughout the school has been adopted this year, using a happy and sad face.

- **Quality Teaching:** The style of teaching is continuously monitored by self-assessment. Staff have meetings with the EYFS Manager to discuss their own professional development (training, moderation, cluster meetings etc.) and are observed as part of the whole school's internal monitoring systems.

It is important to always bear in mind that while working within this policy, we should never lose sight of the children's imagination, wonder, their love of learning and sense of fun.

RECEPTION PLANNING

This comprises of:

- Medium term topic plan
- Weekly & daily plans
- Weekly specific maths plan

In order to meet the needs of the children and in line with the EYFS documentation, it is necessary for the planning to be flexible. Changes may be made, in response to children's interests and requests and where a specific need has been identified through observation and assessment.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and adapt their practice accordingly.

ASSESSMENT IN THE FOUNDATION STAGE

Children are continually assessed through planned and spontaneous observations, photographs, videos and information drawn from parental discussions. These are recorded using a '2Simple' assessment tool on iPads. The assessment tool is used to create an electronic 'Learning Journey' for each child. Each week the information collected via the '2Simple' assessment tool is used by the class teachers to assess children's attainment against the EYFS Development Matters statements. This information is recorded formally each term using a borough agreed proforma. The class teachers track each pupils' progress within the 30-50 months and 40-60 months age bands and highlights their termly progress. All information is used for passing on information to the next class teacher. At the end of the summer term the class teachers assess whether the children have reached an emerging, expected or exceeding level of attainment against the early learning goals. Children are also assessed against the characteristics of effective learning.

Parent/Teacher meetings are held where information is shared, although many other informal meetings may take place where parents contribute towards the evidence on the profile and where children's progress is discussed. Transition meetings take place between Reception and Year 1 staff.

SAFEGUARDING AND WELFARE

The EYFS implements the School's Policy and Procedures to safeguard children, in line with the Local Authority guidelines.

The use of mobile phones in the setting is not allowed and the use of cameras and other portable devices in the setting are for display and assessment purposes only.

The Headteacher is designated to be responsible for Child Protection in the School, however, all staff have a responsibility for safeguarding children in the setting. Their role is to ensure that every child's care is tailored to meet individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with the parents.

EQUAL OPPORTUNITIES

In line with the School's Equal Opportunities Policy, the Foundation Stage staff aim to ensure that:

- Strategies must be adopted so that all children have the opportunity to develop, regardless of gender, race, class, physical or intellectual ability. Staff ensure that the expectations do not limit pupils' achievements and the assessments do not involve any cultural, social, linguistic or gender bias.

INTIMATE CARE

Intimate care is any care which involves washing, touching or carrying out a procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right to an individual child.

No intimate care is given without the express written permission of the parent or guardian of that child and all parents or guardians will be asked to provide that permission when their child joins the school.

THE LEARNING ENVIRONMENT

A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

The EYFS outlines a set of considerations that need to be observed when setting up a learning environment:

- Children thrive best in an environment that supports and promotes their active learning and development.
- Young children require space, indoors and outdoors, where they can be active or quiet, and where they can think, dream and watch others.
- The space needs to be secure, appropriately heated and aired and free from hazards.
- There need to be well organised areas and resources, both natural and manufactured, which are accessible to the children.
- There should be opportunities for a range of activities such as soft play, paint mixing, growing plants, mask-making, looking at books, reading stories or exploring the properties of materials such as clay, sand or water.
- The space both indoors and outdoors should preferably be available all the time so children can choose activities and follow their interests.
- The outdoor space needs to offer shade and shelter, and children should have opportunities to experience changing seasons and the passing of time.
- There is no ideal environment as children's interests change, and the environment should change in response to these changing interests.
- Evaluate their provision to ensure that everything that is provided is of the highest quality.

OUTDOOR PLAY

There is a great emphasis throughout the EYFS of the benefits children gain from exploring outside. The outdoor and indoor environments should contain resources and materials that children can explore and investigate using all their senses.

- The learning Environment offers challenges through which children can learn about risk taking and keeping themselves safe.
- As well as providing opportunities for moving around, environments should offer a variety of surfaces and levels, places to sit or lie, to climb or swing and to make big movements such as spinning dancing, jumping, running and so on.
- Adults need to support children's confidence in themselves and their developing skills as they tackle new experiences and develop a sense of what they can do and

what they will be able to do as they practise and meet the challenges in the environment.

- Children need opportunities to dig, to climb, to swing and to control wheeled toys. They should be able to touch and feel a variety of textures and to move, stretch and crawl. They may like to make masks, to cut and join materials together or to shape and construct materials.
- There needs to be provision for children to rest, be quiet and refresh themselves outdoors as well as indoors.

HOME SCHOOL LINKS

Home is where the child's education begins and we aim to work closely in partnership with parents and carers to establish and maximise a positive impact on the child's development, both academically and socially.

In order to establish strong links between home and school, the Early Years Foundation Stage Staff will:

- Hold parent interviews early in the year to establish how a child is settling into the school environment.
- Conduct further parent interviews in the Spring and Summer Terms to discuss concerns and progress.
- Have plans on display in the classroom for parents to see what their child will be learning that week.
- Be available throughout the year to discuss any concerns that may arise or answer any questions.
- Conduct workshops for parents and carers to enable them to be familiar with the teaching methods used and how their child can be supported at home.
- Provide opportunities for parents and carers to come into school on a volunteer basis to assist with reading.
- Invite parents and carers into the classroom for open sessions, to join in with their child's learning and share valued achievements from home and school.