

Early Years
Foundation Stage
Policy
September 2019



'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'



Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. In our school we have one Pre-School class and one full-time reception class. In the Pre-School we offer sessional or full time places and we are now offering the 30 hour funded places for eligible families. Children are offered a place following their third birthday. In Pre-School there is a Manager, Deputy Manager and a Nursery assistant. The Pre-School is overseen by the Reception teacher. The reception class has a full time teacher and a number of part-time teaching assistants. To ensure best practice and continuity our foundation stage classes work closely together and share planning, activities and an outdoor learning environment.

We believe that early childhood is the foundation on which children build the rest of their lives and at Lostock Hall Primary School and Pre-School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. Children also receive an extended input through our Before and After School Club.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

In the Early Years department, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment

methods including ongoing and more formalised observations and the use of Pupil asset.

- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

We follow the curriculum as outlined in the 2014 Early Years Foundation Stage (EYFS) document.

More information on this curriculum is available in a parent friendly handbook and can be found online at:

<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parentsguide/>

The EYFS is based on 4 principles

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

A Unique Child

- Our early-years curriculum reflects these by:
- building on what our children already know and can do;
- ensuring that no child is excluded or disadvantaged;
- offering a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- providing a rich and stimulating environment;
- acknowledging the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

Unique child

We recognise that each child is an individual who develops at their own rates and by our flexible approach to planning including next step planning we will enhance each child to reach their development

This encourages children to develop a positive attitude to learning.

Positive relationships

Children learn through building positive relationships with each other and the adults in our setting. We endeavour to develop a caring, respectful and confident children.

Enabling environments

Our Reception class and Pre-school are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc. Continuous provision is available in each area with enhancements being made daily to facilitate children's interest, needs etc.

Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand, water, climbing equipment, bikes, writing opportunities, construction, Wild area and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant. All areas can be explored outside.

Learning and development

There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. 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.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

The Reception day follows a routine to encourage the children's independent learning skills. It combines class based Letters and Sounds phonics, writing, reading and maths teaching, free flow opportunities outside and inside using continuous provision and

enhancements with children following and revisiting their own interests. Activities will range from across the whole curriculum including creative, expressive arts, science, children's interests and seasonal events which will give a breadth of experiences. These are closely planned resourced by all staff on a weekly basis.

All staff will contribute to each child's assessments, Tapestry observations and next steps.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and other directed teaching. However, planning, which is based upon different topics that have been identified as vehicles of interest to enable us to deliver the children's next steps in learning, whilst also responding to children's social and emotional needs, specific skills as well as their achievement.

Assessment

During the first term, the teacher assesses the ability of each child using observations and activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. This first /baseline assessment also takes into account any other records we receive from previous pre-school settings, parents and childminders. Most of our children have attended our nursery which helps to facilitate this process. The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the pupils' Foundation Stage and to summarise their progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Early Years Foundation Stage.

We record each child's level of development against the 17 areas of learning as Emerging, Expected or Exceeding. Observations and assessment of each individual pupil is on-going with the information gained being used to ensure that future planning reflects identified needs.

The Pre-School team have termly planning meetings to discuss each child and the ways we will adapt the provision to address their learning and any needs identified. They also have key person days where parents are invited in during the session to discuss the child's progress

Assessment in the Foundation Stage takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupils and photographic evidence. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. Assessment data is recorded by the teachers in Reception and Nursery in Pupil progress, online learning journals and collating examples of each child's work. These books contain a wide range of evidence that we share with parents at each parental consultation meeting. We also download the child's online learning journeys for parents at the end of the school year.

At the end of the final term of a pupil's Reception Year we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report. Parents receive an annual written report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and developmental needs, and gives details of the child's general progress. We complete these in the Summer Term and send them to parents before the end of the school year.

Transitions

At Lostock Hall we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

During the Summer term, a 'New Parents Evening' is held before the children start school to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. In the summer term pre-school children have the opportunity to meet with their teacher in their classroom on several occasions.

At the beginning of both reception and pre-school there is a settling in period to allow children to become used to their new environment gradually. Reception children start full time.

At the end of reception children have the opportunity to meet with their new teachers in their classroom prior to starting Year one. At the end of each school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding

and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

During children's time in pre-school and reception a range of shared activities are planned for all classes to help develop children's confidence and to ensure continuity in experiences throughout the foundation stage. Children in both pre-school and reception make use of the whole school facilities, such as the hall, library and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children when they start school.

Safeguarding

See schools safeguarding policy

Healthy Eating

All children, in Pre-school and Reception, are provided with a healthy snack each day as well as being given the choice of a drink - milk and water. They have access to water at all times. School dinners are provided for free for all children in Reception and menus are sent termly for parents to see and choose from. We also ask parents for a voluntary contribution of £10 termly as a contribution towards sundries.

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive 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. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Pre-school.

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 and parents work in partnership to give the right support to an individual child.

Monitoring and Review

The Headteacher, and the EYFS co-ordinator will monitoring EYFS provision as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process. This policy will be reviewed in September 2021.