

Oldfleet Primary School



Early Years Foundation Stage Policy

October 2016

"Every child deserves the best possible start in life and support to achieve their full 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

Admissions Policy

- The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our unit, children join us at the beginning of the school term in which they are three.
- Foundation 1 children then attend Foundation 2. Our arrangements are very flexible and parents are given a choice as to whether their children attend Foundation 2 full/part time. Part time children are integrated into full time education in a way that is appropriate to their development.
- The Admissions Policy of the school is identical to that employed by Hull City Council Admissions Policy.
- In the first full school week of the autumn term Foundation 2 children begin to be admitted full time. Full time entry is staggered over a short period of time.
- The staffing and organisation of the unit is dependent upon admission numbers and this alters termly.
- The school will make every effort to ensure a home visit to take place. (Within the constraints of the school budget)

The Curriculum

The Nursery and Reception follow the curriculum as outlined in the 2015 Early Years Foundation Stage (EYFS) document, which is available to download at <https://www.gov.uk/government/publications/early-years->

[foundation-stage-framework--2](#). This clearly defines what we teach. The following policy details the specifics of our setting.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

- At Oldfeet Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured.
- The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.
These characteristics come under the headings of:
Playing and exploring - engagement
Active learning - motivation
Creating and thinking critically - thinking
- We recognise that children develop in individual ways, at varying rates.
- Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.
- We have high expectations of our children and encourage them to believe in themselves.

Inclusion

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the

needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs

We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children's progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies, such as the speech and language service, the educational psychologist and the bi-lingual support services amongst others. We adhere to the Equal Opportunity and Inclusion policies of the school.

Early Years Pupil Premium - we will endeavour to identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child's entitlement to extra funding in school. All extra funding we receive will be used to support areas in which we identify that the child will best benefit. We will track children's progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

- It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist.
- We provide children with choices to help them develop this important life skill.
- Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. A full risk assessment for all learning areas in the environment has been undertaken and is available throughout the EYFS unit.
- We aim to protect the physical and psychological well being of all children. (See School Safeguarding Policy)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

- At Oldfleet Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.
- These are all clearly covered as to how we meet these requirements in the Statutory Framework for the Early Years Foundation Stage Section 3 - The Welfare Requirements Document (Appendix 1) All staff have read this document and have access to this document at all times.
- All staff endeavour to meet all these requirements.
- All staff adhere to the school's safeguarding policy.

Positive Relationships

At Oldfleet Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our unit;
- parents are offered a home visit prior to their starting school;
- the children are invited to transitional meetings before starting in the unit;
- the children have the opportunity to spend time with Foundation Staff before starting foundation;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parent's regular opportunities to talk about their child's progress in EYFS;

- encouraging parents to talk to the child's key worker if there are any concerns;
- parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Day, Stay and Learn sessions etc;
- Parents have access to their own child's observations and assessments on Early Essence and are encouraged to add to these

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Other Partners

At Oldfleet our aim is to develop links with other school and the local community. Staff attend the LA meetings in helping to develop a positive relationship with other schools and agencies.

We work closely with the other nurseries in our area and the local children centres to support pupils when they move to our school.

Transition

Our aim is to make a child's transition from home to our setting an enjoyable experience. A variety of visits and meetings help enable us to understand and plan for individual children.

- Foundation 1 children and their parents are invited to attend transition sessions prior to starting
- Parents are invited to attend a meeting with the Foundation Stage Leader
- Home visits are offered to new pupils to F1 from members of school staff so expectations and any concerns can be discussed

The majority of F2 children transfer from F1. Very few children start in F2 however we have plans in place for a smooth transition for those children.

- Parents are invited to attend a meeting with the Foundation Stage Leader
- Prospective parents are invited to attend an open session

- Home visits are offered to new pupils to F2 from members of school staff so expectations and any concerns can be discussed

We have a number of things in place to make the transition from EYFS to Y1 as smooth as possible these include

- Stories with their new teacher
- Activity sessions with their new teacher (always coincides with whole school transition day linked to High School)
- Y1 staff come into foundation to work with the children
- Staff meet to discuss children
- Y1 staff look at and plan accordingly for all children
- Intervention plans are put in place for those not achieving GLD
- All assessments are passed onto the new teacher to ensure progression

Enabling Environments

At Oldfleet Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around themes. These plans are used by the EYFS staff as a guide for weekly and/or daily planning; however the teachers will alter these MTP's in response to the interests and/or needs of the children. This will be indicated on weekly planning. Staff also use objective led planning which shows all adults what particular children need to be learning in different areas of the curriculum and what the child's next steps would be. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this fully involves all staff in the EYFS. These observations are recorded on the electronic system Early Essence and track the child's attainment and progress in all areas of learning.

At Oldfleet Primary School, we use Development Matters in the Early Years Foundation Stage to assess and track children's progress within our Foundation Stage. A 'Best Fit' policy is used to assess which stage each individual child is working in. Foundation Stage children's developments are recorded on Early Essence against the development matters age related statements.

Throughout the year we track the children and evaluate which are making progress and areas in which more focus needs to be given. Intervention plans are put in place for those pupils not making progress in each area of learning.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals (ELG's), development stage and what characteristics of effective learning their child are using. We give a reasonable opportunity for the parents to discuss these judgements with their child's EYFS teacher.

We send EYFS data into the Hull City Council termly for data analysis which we use to track, monitor and evaluate both the children's and cohorts results.

The Learning Environment

The EYFS unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS unit has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Oldfleet Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;

Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and the nursery and reception teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics 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

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Areas of Learning

The EYFS is made up of seven areas of learning. Three of these areas are classed as prime areas of development:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. They continue to be fundamental throughout the EYFS.

The other four are specific areas of development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early

Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The prime and specific areas of learning and the characteristics of effective learning are all interconnected.

Monitoring and review

It is the responsibility of the EYFS staff to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

Review Due: October 2017

Foundation Stage leader: V Mounsor