

Moldgreen Community Primary School

EYFS Policy



September 2021

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Policy for Early Years Foundation Stage

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1. Introduction

1.1 As outlined in the EYFS '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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

1.2 Therefore, as part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those children who require additional support.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Work in partnership with parents and within the wider context.
- Understand how children develop and learn, and how this affects our teaching.
- Identify the progress and future learning needs of children through discussions in weekly team meetings, observations and marking.
- Provide a secure and safe learning environment indoors and out.

1.3 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. We aim to protect the physical and psychological well being of all children.

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

2. Curriculum

2.1 We plan an interesting and challenging curriculum based on our observation of children's needs, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.

All the seven areas of learning and development are important and interconnected.

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 are the prime areas:

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

Children are also supported through 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

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. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with

special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

2.2 Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

2.3 Physical Development

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources. The children in reception have access to weekly P.E sessions.

2.4 Personal, Social and Emotional Development

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image.

2.5 Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

2.6 Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas.

Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, calculation, shape, space, position, pattern and measurement during their daily inputs and through provision.

2.7 Understanding the World

We aim to provide children with a variety of different experiences; they will learn about living things, their environment, the world around them and the people who are important in their lives. Within this all children are given opportunities to solve problems, investigate, make decisions and experiment. Children are also given opportunities to develop computing skills and to work with and use modern technology.

2.8 Expressive Arts and Design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Skills are taught from pre school in line with the schools skill progression in all areas of the curriculum. At various times during the year children are given the opportunity to participate in school productions and assemblies.

3. Staffing

The Foundation Stage comprises of 2 Reception Classes – In each class there is one teacher and at least one TA.

We also have a nursery with a teacher and two trained nursery nurses. In pre- school we have 2 members of staff to support children of 2 years and above.

At times the Foundation Stage will have visiting student teachers and Level 3 college students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate.

The Foundation Stage staff work as part of a team and we work as a unit. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children.

Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care. Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training.

4. Assessment

We continually assess the children in a variety of ways; observations, questioning, discussion, analysing a piece of work and reviewing success criteria. Assessments are recorded in a variety of ways, and contribute to the child's individual 'Learning Journey' online using tapestry.

A national baseline is undertaken when the children start Reception and then every half term we monitor the children's progress using a whole school RAG document and tapestry reflections. All staff have input into these assessments. These results are collated and analysed and inform our planning, practice and early intervention work. Results are shared in half termly progress meetings. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Early Learning Goals.

All children also have a phonics tracker which follows them through EYFS and key stage 1.

5. Parental Involvement

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with a home visit and visits to school – one informal workshop and a more formal meeting with the Foundation Stage Leader. A welcome meeting is held in September. Parents Evenings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent out in the Summer term and parents are invited into school to discuss this report if they wish. Learning Journeys on tapestry are always available for the parents to share with their child and we value any contributions to these from parents. Parents are kept informed of all happenings in the school by regular newsletters. Parents are invited to various assemblies and functions throughout the year. We also run interventions which rely on parental involvement.

6. Photographs/ Videos/ Use of ICT.

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/ videoed during their time at school. We might use these images in the classroom, on displays, in the children's individual record books and on the school website. We also ask for permission to use the internet and access e-mail.

7. Children who enter part way through the year

We realise that when a child enters school part way through the year it can be unsettling for them and the other children in that class. We would therefore like the entry of children who start part way through a year to be as seamless as possible.

The child should meet their class teacher and the classroom support assistant. The TA should show the child the following areas initially: all classrooms, the toilets, outside area, dining room and their coat peg. Whilst the TA is showing the child around the teacher can discuss with the parent routines they might need to be aware of for example: the book bag and what it might ordinarily contain - home reading book, book to write in, letters, children's work. The teacher should explain the importance of the book bag. They might also need to explain PE kit (a picture of this is placed on the new starter document) and school uniform. The teacher should show the parent where to collect the child at home time.

The child should be allowed a few days to settle into the class routines and during these days the teacher should observe their play to try and assess where they are in their learning.

The teacher is responsible for getting ready any books, labels and signs for the child.

8. Conclusion

This policy is intended to serve as the foundation for good teaching and learning within the Early Years Foundation Stage. It has been written in conjunction with all Foundation Stage staff.

L. March
Assistant Headteacher