



EARLY YEARS FOUNDATION STAGE POLICY

Produced by : **Coldfair Green Primary School**

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Signed:

(Chair of Governors/Committee)

Corrections to any policy document or form must be made in ink with the original entry still clearly visible.

Overarching Principles

- 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 need and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Aims

At Coldfair Green School we aim to provide a welcoming environment for children and their families. We wish to ensure that all children feel included, secure and valued and to establish positive relationships with parents/carers. We value children's interests and provide a balance of direct teaching and child initiated activities in order to stimulate positive attitudes and dispositions to learning. We encourage independence and help children to build friendships and to co-operate with each other.

We address the seven areas of learning and development, through well planned, rich and stimulating experiences and we make careful observations in order to support and extend their learning appropriately.

Admission Arrangements

We encourage pupils to start school at the beginning of the academic year in which they are 5. Children attend school part time until the term in which they are 5. Parents are at liberty to choose when their children start school and in what term they become full time. Our school brochure is sent to all parents. An evening meeting is held in the school so that parents may meet school staff and look around the school. Parents will be informed about everyday school matters such as school meals, uniform, and the school day. This offers a valuable opportunity for parents to discuss their child and any particular concerns or questions they may have.

The class teacher visits all the pre-school settings in order to get to know the children in familiar surroundings.

To help the children feel confident and excited about starting school they are invited to make two visits towards the end of the summer term. Their initial visit should be with parents to spend time in their classroom, look around the school and meet staff and other children; and their second visit will be the 'move up' morning. They are invited to school Sports Day and our Midsummer Festival.

Entry to school is often staggered over the first week of the autumn term so that children experience a secure and comfortable start to school.

Partnership with Parents

Parents are welcome to visit the school, look around and meet the Headteacher and Foundation Stage teacher. Parents are given a school brochure which informs them about the school, its format, routines and curriculum. They receive a Starting School Pack. This

informs them about the Foundation Stage curriculum and how it is delivered within the Foundation Stage class; it outlines daily routines and activities with photographs of the children and setting. It offers guidance on expectations and ways to develop their child's independence and confidence prior to starting school. We aim for an ethos of partnership and mutual respect.

The school website displays the Early Years Foundation Stage curriculum and relevant posters and copies of all letters sent home. The Interest Area informs parents of the current topic and encourages their contributions. Class Dojo is a regular form of communication used to keep parents informed.

An open door policy is encouraged, inviting parents to discuss any concerns, successes or family events; these are incorporated into the child's Learning Journal when relevant. There are three formal parents' evenings a year. There is an annual written report. Profile results are shared with parents and they are invited to look at their child's Learning Journey at all times.

Parents are encouraged to help in the classroom, come on school trips and to attend events. There is an active PTA group.

Liaison with Other Agencies

In addition to our induction programme visits to pre-school settings, there are opportunities for informal discussions with the pre-school providers.

A meeting is held between the pre-school provider and the class teacher to discuss individual children and pass on their Learning Journeys.

We maintain links with our school nurse and health visitor and involve other agencies when a need is identified.

Early Years Foundation Stage Curriculum

The content of the curriculum is based on the Early Learning Goals which have Prime Areas and Specific Areas of Learning.

The Prime Areas of Learning are:

- a) **Personal, Social and Emotional Development** – Making Relationships, Self Confidence and Self Awareness, Managing Feelings and Behaviour
- b) **Communication and Language** – Listening and Attention, Understanding and Speaking
- c) **Physical Development** – Moving and Handling, Health and Self-Care
- d) **Literacy** – Reading and Writing
- e) **Mathematics** – Numbers, Shape Space and Measure
- f) **Understanding the World** – People and Communities, The World, and Technology
- g) **Expressive Art and Design** – Exploring and Using Media and Materials and being Imaginative

The Early Learning Goals establish expected levels for most children to reach by the end of the Foundation Stage. The Development Matters Goals identifies stepping stones of progress towards these goals. These stepping stones and goals are used to inform our

planning. They are delivered through a balance of teacher directed and self chosen activities based on play and exploration.

Characteristics of Learning

Content

The content of the curriculum is based on the Early Learning Goals which have Prime Areas and Specific Areas of Learning.

a. Personal, Social and Emotional Development:

We aim to establish warm, caring relationships by expressing our interest in all pupils and by providing positive role models. We nurture self esteem and confidence by praising achievement and effort and by offering secure routines and a safe environment. We promote self awareness and respect and appreciation of different cultures through resources, topic stories, persona dolls and discussion. We encourage independent learning by ensuring there is time and space for children to focus on activities and experiences that develop their interests and by involving them in decisions about what we will learn and how we will do it.

b. Communication and Language:

Value is placed on children's listening and talking, opportunities are provided for children to communicate their thoughts, ideas and feelings through incidental and planned activities. Open ended questioning is used to develop children's thinking skills. We share a wide range of rhymes, music, songs, poems, stories and non-fiction books.

c. Physical Development

This area of learning aims to develop gross and fine motor skills and the self-esteem of pupils. Two P.E. lessons a week systematically introduce the children to large and small apparatus, gymnastics, dance and games. The outdoor area offers daily opportunities to develop skills such as climbing, balancing, throwing, catching and manoeuvring wheeled toys. Wake and Shake (a programme of fun, easy movement routines) takes place in class. Fine motor skills and hand-eye co-ordination are developed through drawing, cutting, gluing, painting, manipulating clay and dough, pouring sand, rice and water, threading beads, puzzles, construction toys and tools. Gym Trail is offered to develop fine and gross motor skills, independence, confidence and listening to instructions.

d. Literacy:

The class environment promotes written and spoken language through role play, writing areas (both inside and out) and a range of stimulating materials. Adults model writing for the children. A wide variety of activities are offered to develop fine motor skills. Children are encouraged to read and share books through the audio centre, whole class shared reading, the book corner, books in the small world and role play areas, 'Drop Everything And Read' sessions and books taken home to share. Role play areas, story boxes and a puppet theatre encourage children to re-tell stories and make up their own. Using Letters and Sounds and Jolly Phonics the children's reading and writing skills are developed. Phonemes, key words, share books, reading books and sentence books are taken home to share with parents.

e. Mathematics – Numbers, Shape Space and Measures:

Children's mathematical understanding is developed through practical activities and first hand experiences, they are given a wide variety of opportunities and resources to count, sort, match and order. Regular use is made of number rhymes and songs. Numicon(a multi-sensory resource) has been introduced throughout the school. Shape, space and measure are addressed through play, for example volume and capacity in sand and water play; size and shape in building and construction. Emphasis is placed on promoting the children's use and understanding of mathematical language.

f. Understanding of the World:

In this area of learning children are developing the knowledge, skills and understanding to help them make sense of the world. This forms the foundation for later work in science, history, geography, design and technology and ICT. We teach this area by providing experiences indoors and outdoors that encourage them to explore, predict, observe, compare, solve problems, question, make decisions, discuss and use all their senses. We select topics that lend themselves to developing the children's knowledge and understanding in a variety of areas, such as Dinosaurs, Minibeasts and Weather for historical, scientific and geographical learning. The range of materials used in creative activities develops their knowledge of materials and their senses. ICT is incorporated into all topics and areas of learning.

g. Expressive Art and Design:

This is encouraged by providing a stimulating environment with a wide range of quality materials for children to explore and experiment with. We value children's creativity and encourage multi-sensory and imaginative play. The indoor and outdoor role play areas are extended regularly, usually with the children. There are indoor and outdoor small world play opportunities which are extended at least every two weeks as part of our continuous provision planning. Opportunities to express feelings and ideas are offered through such materials as dough, clay, paint, brusho, pastels, mod-rock and junk modelling materials. Malleable and model making materials are always available for children to use. Listening to and making music and dance are available for the class to work with both independently and as structured teacher led activities. Children work independently and in pairs and groups to develop their creative skills and enjoyment.

The characteristics of effective teaching and learning are:

1. Playing and Exploring (Will)
2. Active Learning (Thrill)
3. Creating and Thinking Critically (Skill)

Outdoor Play

We endorse the idea that children need opportunities for fresh air and exercise in a secure environment, in order to promote their physical development, health and well being. The outdoor environment allows for children to learn by working on a larger and more active scale which is particularly appropriate for young children and kinaesthetic learners.

We have a gravel pit, sand, soil and water trays, a play shed, a range of small P.E. equipment, a wide variety of ride on toys and many play resources that can be used in rotation in the outdoor area.

The Learning Environment

The learning environment is planned and organised to give children a rich and stimulating experience at school. We aim to build on what they already know and can do. The learning environment, opportunities and resources enhance well-planned, purposeful activity, independence and appropriate intervention by practitioners.

Opportunities for play are crucial. Planned play activities support children's learning and extend their language and communication skills. Through play in a secure and stimulating environment children can:

- a) Explore, develop and represent learning experiences that help them make sense of the world
- b) Practise and build up ideas, concepts and skills
- c) Learn how to control impulses and understand the need for rules
- d) Be alone, be alongside and be with others as they talk and discuss their feelings and ideas
- e) Take risks and make mistakes
- f) Think creatively and imaginatively
- g) Investigate and solve problems
- h) Express fears or relive experiences in controlled and safe situations

We have free flow between our indoor and outdoor classrooms. We offer continuous provision in all areas of learning which are extended according to our current topic and the children's needs.

Equal Opportunities

In our setting we value every child as an individual. We aim to use resources that positively reflect diversity and we use a wide range of teaching strategies to suit children's different learning needs.

Children with special educational needs are supported appropriately.

Planning and Assessment

Planning leads from a range of topics based on the seven areas of learning. We teach two topics per half term. Weekly planning is developed from our assessments of the children's learning and their next steps. These plans incorporate adult led tasks and self chosen activities which are managed by the class teacher and assistant in rotation. So that all staff members are aware of the children's interests and abilities, teaching and assessments are carried out by all staff within the setting. All staff are highly qualified and trained in Early Years. Ongoing training is offered to all Early Years staff.

Assessment involves careful observations carried out while the children are engaged in self chosen activities, adult led tasks and whole class teaching. These act as an integral part of teaching as they inform future planning. All are paediatric 1st aid trained.

Baseline Assessments are made using learning journals, discussions with parents and pre-school providers and in class observations during the first half of the autumn term. Profiles are updated at the end of each term and progress is closely monitored.

Parents are informed of their child's progress informally before and after school and formally at the three parents' evenings held each year and the annual school report.

A whole school move-up day offers the children a chance to experience the Year 1 classroom. Informal discussions take place between the class teachers throughout the year. A meeting is held at the end of the summer term to discuss and assess the children's progress in the Foundation stage.