



SHOBNAL PRIMARY SCHOOL

POLICY ON EARLY YEARS FOUNDATION STAGE

Reviewed September 2019
Approved by Governors November 2019

Policy on Early Years Foundation Stage

STATEMENT OF INTENT

“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Published 3rd March 2017 Effective 3rd April 2017)

PARTNERSHIPS	PROVISION	PERSONALISATION
We believe Parent Partnerships are fundamental in supporting children and building a solid foundation for development. Through working together and sharing information, children see learning as more enjoyable when their home life is reflected in our setting. Children feel more secure and consequently benefit more from the educational opportunities given to them.	We ensure that our EYFS provision fully meets the standards in the Statutory Framework for the Early Years Foundation Stage so that our children learn and develop in an Outstanding Setting and are kept healthy and safe. The indoor, outdoor and emotional environments are all of equal importance in supporting children’s learning and development. We recognise that children learn and develop best in caring, supportive environments, which respond to pupil’s individual needs, allowing them to play and explore.	We recognise that our pupils and families are all unique and enter Shobnall having had different life experiences. All pupils mature in every area of development at their own pace and in their own individual ways. Through our observations and interactions with pupils and parents, we build up a picture of each child to ensure our planning and learning opportunities reflect these individual needs and interests. Each pupil has a unique Learning Journey that illustrates this key aim.

At Shobnall Primary School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

Our curriculum is designed to recognise children’s prior learning from previous settings and experiences at home before providing first hand learning experiences. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning, with adults facilitating as required. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

Throughout the EYFS, children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in

turn-taking & sharing and are given opportunities to practise these skills in a safe and nurturing environment.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

AIMS

We aim to support all children to become independent and collaborative learners. 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.

At Shobnall Primary School, we aim to:

- 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 helping each child to progress.
- Develop excellent 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.

The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers 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;

- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

EFFECTIVE LEARNING PROCEDURES

The Early Years Foundation Stage is based on four themes:

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

A UNIQUE CHILD

At Shobnall Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and 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 and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and believe that every child matters. All children at Shobnall Primary School are treated fairly regardless of race, gender, religion or ability. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking into account of our children's range of life experiences and current interests when we are planning for their learning. The three whole school curriculum drivers of Diversity, Dreams and Decisions also underpin our planning for each half term.

In the Early Years Foundation Stage we set realistic and challenging expectations matched to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that 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;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;

- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met, enabling them to access the curriculum and make good progress.

POSITIVE RELATIONSHIPS

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

Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at induction meetings;
- Arranging where possible, visits by the teacher to all children in their home setting or childcare provision prior to them starting school;
- Providing a 'Welcome Pack' of information about commencing Nursery or Reception at Shobnall Primary School;
- Outlining the school's expectations in the Home-School agreement;
- Giving children the opportunity to spend time in Nursery or Reception for two induction visits before starting school, inviting parents to attend when needed;
- Holding a parent workshop early in the academic year to establish ways that parents/carers can support their child at home;
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents/carers to discuss them;
- Written contact through the reading diaries and termly curriculum newsletters;
- Sending home 'Good news bubbles' designed to enable parents to record achievements at home;
- Seeking parents input into half-termly topics;
- Sharing regularly the children's 'Learning Journey' and valuing the on-going contributions to this from parents/carers;
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed;

- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception;
- Parents are invited to a range of activities throughout the school year such as Christmas productions and sports day;
- Holding a meeting in the Summer Term to discuss the transition into Year 1.

Staffing

Nursery and Reception are both staffed by a class teacher and full time Nursery Nurse. Additional staff are specifically appointed to support children with additional needs. All staff in the Early Years Foundation Stage aim to develop good relationships with all children across the unit, interacting positively with them and taking time to listen to them.

ENABLING ENVIRONMENTS

At Shobnall Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Our Foundation Stage provision has appropriate space, facilities and equipment within an attractive, stimulating and child-centred environment in which every child and adult can feel secure, confident and valued.

The children have daily access to an indoor and safe outdoor environment that is set up in discrete areas of learning with planned continuous provision. Other areas of school are allocated and accessed when required, as is the local environment. Parents are asked to complete permission forms in respect of short visits within our locality.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We encourage children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

LEARNING AND DEVELOPMENT

The EYFS Curriculum

Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that are used to shape our provision across our Foundation Stage. All areas of learning are important and inter-connected. None of the areas of learning can be delivered in isolation from

the others. Our children's learning experiences enable them to develop competency and skills across a number of learning areas.

They require a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of the Foundation Stage. 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:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

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

Specific Areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. 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.

Children participate in a daily phonic session, following the guidance in the 'Letters and Sounds' document and in line with school policy. Nursery children cover Phase 1 and enter Phase 2 and Reception children cover Phases 2-4.

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'.

'Children's play reflects their wide-ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **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.

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

PLANNING

In the Early Years Foundation Stage practitioners regularly adapt planning and provision to reflect the changing interests and needs of the Nursery and Reception children.

Long Term planning details themes and topics, which operates on a two yearly cycle. Early in the school year parents are consulted and children's interests are incorporated into these plans.

Medium Term plans show a balance across all seven areas of learning, but may focus more specifically on the Prime Areas (PSED, C&L and PD) within an area of learning. Each half term the views of parents and children are sought, noting what the children know and what they would like to learn about. Their comments are then used as the basis for planning along with practitioner's knowledge and ideas.

Short Term planning brings together planning for individual children based on assessments of their development and learning with the medium term plans.

Continuous Provision is planned for within the indoor and outdoor classrooms. This is colour coded where appropriate and highlights children's next steps, current interests, planned experiences in response to an adult focused activity, enhanced provision to promote a specific learning intention and opportunities for Letters and Sounds.

Planning for adult led activities highlights links to all areas of learning and incorporates differentiation, taking into account the varying ages and stages of development of children in the group. An overview of all adult led activities is changed weekly and displayed on the class timetable.

The deployment of adults across the Foundation Stage unit is crucial to ensure a balance of adult led activities, supporting children's play and carrying out observations. A timetable showing the deployment of all adults in the setting is planned at the beginning of each year.

Pupils requiring specific interventions following ongoing assessment and data analysis, are supported through intervention. Any such interventions are recorded on a target sheet so that the impact of the intervention can be assessed.

OBSERVATIONS

Through observing and communicating with individuals and groups of children, observations are carried out daily by Foundation Stage Practitioners which feed into the observation, assessment and planning cycle. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. Some observations are planned for and others are taken from spontaneous significant moments. Look, Listen and Note observations are used to annotate photographs and are a format for recording short and longer observations. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys.

ASSESSMENT

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In the first half term we carry out our own Baseline assessments for Nursery and Reception children using the Ages and Stages taken from the 'Early Years Outcomes' document. These assessments enable us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 Early Learning Goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. 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.

The teacher keeps progress records and learning journals and records examples of each child's work. These Learning Journey books contain a wide range of evidence that we share with parents at each parental consultation meeting.

Tracking grids are updated at the end of each term. This provides a summary sheet for each child. We record each child's level of development in the Age and Stage band they are working within.

At the end of the final term in Reception 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.

THE LEARNING ENVIRONMENT

The Foundation Stage unit is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. The Foundation Stage has its own enclosed outdoor classroom area. We are also a Forest School and have our own Forest School facilities at the bottom of our school fields.. Being outdoors offers opportunities for learning things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

TEACHING AND LEARNING STYLES

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 space, facilities and equipment, both indoors and outdoors;
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- The good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- The regular identification of training needs for all adults working within the Foundation Stage.

TRANSITION

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Starting Nursery and Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer Term to meet their child's new teachers and other key staff and learn more about the school and the Early Years Foundation Stage curriculum. All parents/carers receive a 'Welcome pack'.

New class sessions - The children are given two opportunities to come into school to meet their new class teacher and other children in their class. They will spend an afternoon in their new class. Parents can leave their child during this session.

This means that before they join their new class the classroom environment is already a familiar place to them. Arrangements are also made for the children's new class teacher to visit them in either their current nursery setting or at home.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part

in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend time in their new class during the summer term. They take part in a phonics lesson, story session and creative session.

SAFEGUARDING AND 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.'

(Statutory Framework for EYFS 2014)

At Shobnall Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2017.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Health Care and Support - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

If a child has a nasty 'bump' at school, parents will be contacted by telephone. Parents will make the decision as to whether the child remains in school or is taken home.

All 'bumps' that have occurred will be recorded in the class 'Medical Record Book' by practitioners. Parents will be required to sign the book acknowledging the nature, care and cause of the 'bump'.

Any ‘bump to the head’ during a play time session is reported to the class teacher by the duty medical officer and a ‘bumped head’ letter is given to the parents on collection of their child at the end of the day.

Children biting other children can occur in the Foundation Stage classes. Parents of the perpetrator and victim will be informed by the practitioners. The incidents will be recorded in a school log.

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. In most cases, intimate care is to do with personal hygiene and it is good practise for the parents to inform Foundation Stage Practitioners of personal hygiene problems.

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 support to an individual child.

Related Policies

- Policy for Safeguarding
- Policy on Special Educational Needs
- Policy for Intimate Care
- Policy for Monitoring and Evaluation
- Policy on Staff Development
- Policy for Assessment, Recording and Reporting
- Policy for Gifted and Talented
- Policy for Inclusion
- Policy for Teaching and Learning
- Policy for Assessment of Learning
- Policy for Link Governors
- Policy for Whole School Planning