



Lauriston School

Federation Early Years Foundation Stage Policy

EYFS POLICY REVIEW DATES

Review Date	Changes made/Details of action plan	Due Date	By Whom
12 th December 2018	Policy updated in line with DfE changes	12.12.2018	Peter Hamlin

Rationale

We believe that the early years are absolutely vital for children's development. We strongly believe in learning through structured play as well as personalised learning focusing on communication and social and emotional skills. Children in the early years are prepared for a lifelong love of learning and **success no matter what**.

Our Federation's aim is to provide the highest quality care and education for all our children, thus giving them a strong foundation for their future learning.

We provide a safe and happy environment supporting children in a stimulating and purposeful learning experience enabling children to develop confidence and independence.

We work in partnership with parents, ensuring all children's individual needs are met and supporting all children to reach their full potential.

Principles into practice

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.
- Continually observe and assess children to support in planning challenging learning experiences.
- Plan for opportunities for children to participate in activities that are adult-initiated and child-initiated.
- Promote equality of opportunity and anti-discriminatory practice, providing early intervention for those children who require additional support.
- Work alongside parents and within the wider context.
- Provide a secure and safe learning environment indoors and out.

The Foundation Stage Curriculum

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

We believe that play, both indoors and outdoors are the fundamental ways in which young children learn. Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world.

- Enjoy learning.
- Practice and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive experiences in controlled and safe situations.

Characteristics of Effective Learning

We believe that children become lifelong learners from a strong start to their school career. We focus on the process not the outcome. Practitioners constantly refer to the characteristics of effective learning when planning, playing and resourcing the Early Years setting.

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

These characteristics are also featured on the end of year report that is given to parents and shared with their new Year 1 teacher so they know how each individual child learns best.

The Early Years Foundation Stage is based around four Key Themes, three Prime areas of Learning and four Specific Areas of Learning

The themes:

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

Each theme is linked to an important Principle:

A Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person (carer).

Enabling Environments: The environment plays a key role in supporting and extending children's development and learning.

Learning and Development: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Prime Areas

1. Personal, Social and Emotional Development – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. Involves making relationships, developing self- confidence and self-awareness and managing their own feelings and behaviour.

2. Physical Development – Developing skills involved with moving and handling. Will improve co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being, and knowledge of health and self-care.

3. Communication and Language - Children will develop confidence in listening and attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. Literacy – Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways, which match their spoken sounds. They will then progress to writing simple sentences, which can be read by themselves and others. Daily phonics sessions are planned and taught using a combination of strategies including 'Letters and Sounds' 'Jolly Phonics' and 'Read Write Inc'. Daily supported reading is introduced in the second half of the Spring Term.

2. Mathematics – They will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure. The strategy of teaching mathematics follows the approach developed by 'Primary Advantage'.

3. Understanding the World – They will have knowledge of people and communities, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.

4. Expressive Arts and Design – Exploring and using media and materials is

fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

Children have the opportunity to engage in whole group and small group activities which increase in quantity and length as they progress through the EYFS.

Timetable

1. Daily phonics sessions using a combination of 'Letters and Sounds', 'Jolly Phonics' and 'Read Write Inc'
2. Daily handwriting sessions that focus on fine motor skills, letter formation and applying skills learnt in phonics sessions.
3. Whole group mathematics sessions four times a week progressing through the EYFS framework and supported by the 'Primary Advantage' mathematics scheme.
4. Literacy, communication and language whole group sessions five times a week. Focusing on developing spoken language, grammar, vocabulary and understanding of concepts.
 - a. Reading is delivered in an enjoyable and accessible way by utilising quality texts and age appropriate early reading books. The teacher changes the books in the book bags once a week and dialogue with the parents is evident through the reading records. Children learn the first high frequency words through games and flash cards.
 - b. Writing is encouraged through play and choosing activities. Teachers also plan and deliver focused writing sessions, which enable children to work on individual targets.
 - c. Communication and language is at the forefront of all subjects and children are taught to talk through their ideas, feelings and thoughts with a friend, adult or in front of the class.
 - d. The children follow techniques and lessons as recommended by the Launchpad for Language Programme.

The curriculum is delivered using a play-based approach as outlined by the EYFS guidelines with a focus of applying skills learnt during group sessions.

We plan a balance between children having time and space to engage in their own child initiated activities and those planned by adults. During children's play, early years' practitioners interact with the children to stretch and challenge children further.

The environment is challenging and stimulating to encourage children to free-flow between inside and out. Resources are accessible for the children to use to encourage continuous provision.

Outdoor Play

Movement is a child's most natural form of expression and should be an essential part of their everyday experience.

Carefully planned outdoor play experiences supports all children to find out about themselves and their capabilities. It helps develop self-confidence, independence

and lays the foundations for a healthy life. Continuous provision resources will be made available daily for children to encourage children to play, learn and explore in a variety of ways.

The opportunity to play outside, throughout the year, in all different kinds of weather is as important as playing inside. We will endeavour to use the outdoor areas every day.

The role of practitioner outside should:

- Support children's learning through outdoor activities.
- Extend and support children's spontaneous play.
- Planning and resourcing a challenging environment
- Develop children's language and communication in their play.
- Observe children and adapt provision.

The provision outside should show clear links to the indoor curriculum and build on children's interests.

Key Person

All staff aim to form a good relationship with all children within the Foundation Stage. Quality interaction is very important, interacting positively with them and taking time to listen to them. Where necessary, a child can be assigned to a key person. This enables children and staff to form close relationships with each other. Thus, providing a sense of security in supporting the children to become confident, independent and capable young learners. The role of the key person is to ensure individual children's needs are met and building a relationship with the children's parents/carers.

Observation and Assessment

Assessment

Children entering school are observed and assessed during their first two weeks, to provide baseline information. This information is then used to drive planning and prepare activities to cater to all the needs of the children in the year group.

Learning Portfolios

Each child in Nursery and Reception have their own learning portfolio. This is a record of their learning, achievements and activities. In Nursery and Reception, the Early Years team takes photographs of children's achievements, play and learning which contribute to their learning portfolios. Children then comment on their pictures and their own words are recorded in their learning portfolios. Their words are scribed by the adults in the room and written in blue pen.

Parents are encouraged to comment in their learning portfolios. They can write their own observations and achievements from home or comment on their child's work. Parents are encouraged to write in red pen.

The Early Years team will write their observations and findings in their learning portfolios in green pen.

Children are to use their learning portfolios as their own evidence of their learning. They can put in any pictures, writing or work themselves and are encouraged to talk through their portfolio with adults in the classroom.

Other books may be introduced throughout the year to develop specific areas of learning and prepare for more formalised learning in Year 1.

An end of year report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.

The profile data is discussed with the Year 1 teachers so that they can continue to help the children to achieve the early learning goals if they have not done so before they can access the KS1 curriculum. We record our observations in a variety of ways, "What the child can do" will be our starting point. These on-going observations are used to inform the EYFS Profile and developmental matter bands. The child's progress is reviewed every term and discussed with parents.

Within the child's final term of Nursery or Reception, parents are provided with a report based on the child's progress. The parents are then given the opportunity to discuss these judgments with the teacher in preparation for Year 1.

Safety

Children's safety and welfare is paramount. The children are taught how to be safe, make choices and assess risks. We promote the good health of the children in our care in numerous ways including the provision of nutritious food and all children have school dinners. Every staff member also follows the set procedures when children become ill or have an accident. More information can be found in the Health and Safety policy.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, home language, background, ability, culture, religion, or gender. The curriculum is planned so that all children's needs are met supporting children to achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to work closely with parents and when needed outside agencies, to give the child the support that they need.

Parents as Partners

We recognise that working with parents/carers make a significant impact on their child's learning and we strive to form and maintain partnerships with them. Parents are invited to participate in their child's learning, supporting their children in class, at home and participating in workshops. Throughout the term parents are invited in for a conference with their child where they look through their learning portfolio and discuss their learning.

Formal meetings that are offered to parents include:

- ❖ An admission meeting to explain school and class routines.
- ❖ Home visits take place for every new pupil starting Nursery and reception.
- ❖ Autumn and Spring term: parent's consultation to discuss progress and

- Foundation Stage Profile achievements.
- ❖ Summer term: parents receive a school report, reporting targets already being met and next steps on the Early Years Foundation Stage Profile.
 - ❖ Links through learning activities as and when appropriate, e.g. invitations to support their child once a week in mark making/writing their name.

Transitions

Before starting Nursery and Reception, class teachers organise home visits to meet each child individually in their own homes. The purpose of these visits is to get to know children in a safe and comfortable environment, gain knowledge of each child's development from the parents/carers and build good relationships. During the last half term children in reception will spend time in Year 1 with their new teachers and Nursery children will spend time in their new Reception class. This is to support in the transition of changing classes and building relationships with their new teachers. Parents are invited to meet the new class teachers and provided with information regarding the new class and Curriculum.

Ratified: 12th December 2018

Signed: _____

Executive Head Teacher

Chair of Governors

Review: Autumn 2021