



Early Years Foundation Stage Policy

ADOPTED: July 2017

REVIEWED: 13th July 2017

DATE OF NEXT REVIEW: Summer Term 2019

EARLY YEARS FOUNDATION STAGE POLICY
WALDRINGFIELD PRIMARY SCHOOL

This document outlines the philosophy, aims and principles of early years teaching and learning in reception at Waldringfield Primary School. The document underpins practice in all areas of provision.

Early Years Foundation Stage

“Every child deserves the best possible start in life and support to fulfil their 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.”

“Statutory Framework for the Early Years Foundation Stage”, Department for Children, Schools and Families, 2007

Early childhood is the foundation on which children build the rest of their lives. At Waldringfield Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

At Waldringfield Primary School we are implementing the new guidance set out in the “Early Years Foundation Stage” document (Department for Children, Schools and Families, 2007). All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents and guardians, support staff and the reception teachers work effectively together to support children's learning and development.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Waldringfield Primary School the overarching aim of the EYFS is to help young children achieve these five "Every Child Matters" outcomes. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Waldringfield Primary School we aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self-confidence
- work in partnership with parents and guardians and value their contributions
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development
- provide experiences for all children, whatever their needs.

Learning and Development

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the "Statutory Framework for the Early Years Foundation Stage" document (Department for Children Schools and Families, 2007).

The six areas of learning and development are:

- Personal, Social and Emotional Development (PSED)
- Communication, Language and Literacy (CLL)
- Problem Solving, Reasoning and Numeracy (PSRN)
- Knowledge and understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

At Waldringfield Primary School we believe these six areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in reception at Waldringfield Primary School are involved in this process. Our topics are based on a two year rolling framework, which gives structure and coherence to the curriculum. We also address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified. We also identify

specific learning objectives, activities, differentiation, and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

At Waldringfield Primary School we follow the early learning goals and additional statements set out in the "Primary Framework for literacy and mathematics" (Department for Children, Schools and Families, 2006) when planning for Communication, Language and Literacy and Problem Solving, Reasoning and Numeracy.

At Waldringfield Primary School we follow a creative curriculum. Our Creative Curriculum has been organised into integrated topics and links have been made to other curricular areas within the topic and curricular focus. The use of ICT is encouraged both as a discrete subject and also in the teaching of the topic and in the opportunities for children's independent learning.

The backbone to our Creative Curriculum will be the '5Rs of Learning':

- Readiness
- Resourcefulness
- Resilience
- Responsibility
- Reflection.

Children will be encouraged to approach their work using the 5Rs so that the school can achieve our main aims, namely to equip each of our children with the skills required to be an independent and responsible citizen who will continue learning effectively throughout their lives.

Staffing and Organisation

The teachers liaise with the teaching assistants, regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training.

Assessment, recording and monitoring

At Waldringfield Primary School we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. This is recorded in the Early Years Foundation Stage E-Profile throughout the school year. This is moderated by cluster group moderation.

Learning through play

"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."

("Early Years Foundation Stage", Department for Children, Schools and Families, 2007)

At Waldringfield School we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

The Learning Environment

"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."

(*"Early Years Foundation Stage"*, Department for Children, Schools and Families, 2007)

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. We use both inside and outdoor environments for learning, and at certain times the children have free-flow activities between these areas.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. We operate a planning board system that encourages children to select activities and resources independently.

Admissions and Liaison with pre-school settings and induction

All of our intake are invited to start in September full time, parents inform the school of their decision in July. During the summer term, children who will be starting school in September make visits to the reception class. A new parents meeting is held in July to introduce the school's expectations and routines, and to outline the induction process and reception curriculum. Parents have the opportunity to meet the class teacher and to visit the reception classroom. Parents are given a reception brochure which outlines the reception curriculum and school routines. Uniform and book bags are available for viewing at this meeting. Transfer records from pre-school settings inform reception practitioners about the new intake.

Home/School Links

We recognise that parents or guardians are the child's first and most enduring educators. When parents or guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- outlining the reception curriculum to parents/guardians during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home
- sending home a weekly learning note in the child's home/school reading diaries, informing parents/guardians of the learning that has taken place at school, with suggestions of the types of activities that could be carried out at home to support that learning
- encouraging parents/guardians to listen to their child read each night and to comment on reading progress in a home/school reading diary
- encouraging relevant learning activities to be continued at home and ensuring that experiences at home are used to develop learning in school
- discussing individual targets with parents/guardians at parents' evenings (informed by the EYFS Profile)
- providing an annual written report to parents/guardians in July summarising the child's progress against the early learning goals and EYFS assessment scales

The class teacher visits the children in their Nursery setting during the summer term before they start at Waldringfield.

Equal Opportunities

All children should be given the opportunity to learn in a creative and encouraging learning environment which embraces a range of teaching styles. This approach motivates and supports children's learning at all levels including Gifted, Able and Talented, EAL and those identified with a Special Educational Need.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. Reception teachers discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed every two terms. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.