



NOTLEY GREEN PRIMARY SCHOOL

(part of the CHANGE Schools Partnership Trust)

Early Years Foundation Stage Policy

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Introduction

“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).

Notley Green Primary School is a place where everyone is treated equally, encouraged and respected. We believe in a Growth Mindset whereby all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Foundation Stage comprises of 2 Reception classes.

Rabbits

Miss Austin: Class Teacher

Mrs Thomas:

Learning Support Assistant

Mrs Yu: Speech and Language Support

Mrs Calder– Nursery Nurse and Higher Level Teaching Assistant (across both classes)

Ducks

Mrs Brown and Mrs Kern: Class Teachers

Mrs Candice: Learning Support Assistant

At times, the Foundation Stage will have visiting student teachers and Nursery Nurse 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 CRB certificate.

The Foundation Stage staff work as part of a team and we work as a unit, children from the classes have opportunities to work together during free flow times, accessing shared continuous provision. 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 courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage adopts a smooth transition from home to school and offers stability for the younger child. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage, we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Early Years Foundation Stage Areas of Learning

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

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| 1. Personal Social and Emotional Development | 1. Literacy |
| 2. Physical Development | 2. Mathematics |
| 3. Communication and Language | 3. Understanding of the World |
| | 4. 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.

Personal, Social and Emotional Development

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. 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.

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 both indoors and outdoors and by working with a wide range of resources.

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.

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 and has strong links with children's physical development. 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.

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, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

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. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

Outside

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

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 their 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 observation, and this involves both the teacher and other adults, as appropriate. These observations are recorded in a variety of ways including an online programme called Tapestry which records observations in forms of video, photographs and written notes on an iPad. These contribute to the child's individual 'Learning Journey' profile book. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile.

Within the first few weeks of the children starting school, 'Baseline' assessments are made in order to appropriately plan for the needs of the children.

Starting School at Notley Green

During the Summer Term prior to starting school the following September, the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- Parents and carers will be invited to attended meetings about starting school.
- Children will be invited to come into the school for several induction sessions to support their transition to school.

When children join the school in September the following procedures will apply so that they can gradually adjust to their new surroundings:

- During their first week, children will attend for the morning session only..
- During the second week and thereafter, children will be able attend for the full school day unless parents, carers or foundation staff agree that it is not in the best interests of an individual child.
- In the first 10 days of the new term foundation staff with visit each child in their home environment.

The Role of Parents at Notley Green

We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- Visits by the teacher to all children in their home setting or childcare provision prior to their starting school;
- Opportunities given to the children to spend time with their teacher before starting school;
- Providing a handbook of information about commencing Notley Green.
- Offering parents regular opportunities to talk about their child's progress through our genuine "open-door" policy
- Encouraging parents to talk to the child's teacher if there are any concerns;
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- Providing various activities that involve parents, through regular communication with home (including newsletters, 'Parent Mail, Online communications such as Tapestry and FROG and home-school books) and inviting parents to curriculum evenings in order to discuss the kind of work that the children are undertaking.
- There is a formal meeting for parents each term at which the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

Health and Safety

It is important to us that all children in our 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 our children.

Day to day procedures:

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the morning session.
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedures are taught to the children early in September.
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting.

Transition from EYFS to Key Stage 1

During the final term in the Foundation stage, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between EYFS and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities