



Together we achieve more...

Early Years Foundation Stage Policy

February 2020

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Roseberry Primary we are proud to offer an inclusive approach to education where children are fully supported throughout their learning journey. This begins with children from the age of 2 years old within our Ladybird room, through to 3 and 4 year olds in the Roseberry Robins and then on to those children who move in to our Reception classes in the academic year after they have turned 4 (currently compulsory schooling begins the term after they have become 5).

Aims of the EYFS

We believe that The Foundation Stage is a unique phase in a child's life and is crucial to successful future learning. Through this policy we aim to offer a consistent approach where parents, carers, teachers and practitioners work together to give children the best possible start.

The Early Years Foundation Stage (EYFS) is the statutory framework (April 2017) which sets standards that all early years' providers must meet to ensure that children learn and develop well; and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school; and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life. All children within Roseberry Primary Nursery and Reception classes work within this framework.

It details four key principles which shape our practice;

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

A Unique Child:-

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at varying rates and join us on their own learning path. All children are included and valued equally.

Settling in and Transition

In our nursery we offer “Settling in Sessions” where children get to know their Key Person, explore the new environment and meet other children. Parents share important information around needs, interests and routines. This is achieved both through discussion and completing “All About Me” fact sheets.

In a similar way transitions between age phases are carefully planned and supported through social and photograph stories in Reception, visits and ‘shared’ sessions. This provision is enhanced to meet individual need as appropriate. An additional transition programme is provided for children who enter our Reception classes from other settings. This consists of two visits, including a session over lunch time, and a parent information session for all.

As children transition from Reception into Year 1 we endeavour to ensure that they are independent and motivated to continue their learning journey. We assess ‘school readiness’ and meet with Key Stage 1 staff to share relevant information. We have transition sessions and story times with new teachers in order to ensure that children are familiar with new environments and routines.

Inclusion in the Foundation Stage/Special Educational Needs and Disability

All children and their families are valued at Roseberry Primary. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their full potential and planning is in response to the observed needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. A special educational need or disability which might require specialist support would always be discussed with parents/carers at an early stage, and further support can be accessed through the school SENCO (Miss Dodds).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that they make expected progress from their starting points. 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. If a child’s second language is English we would take reasonable steps to provide opportunities for such children to develop and use their home language in play and learning, while also ensuring that there are sufficient opportunities for them to learn and reach a good

standard in English. If a child does not have a good grasp of English we would explore the child's skills with parents/carers in their home language, to establish whether there is cause for concern about a language delay.

When planning and guiding children's activities we reflect on the different ways our children learn and include the following characteristics of effective learning in our practise:

- Playing and exploring
- Active learning
- Creating and thinking critically

We also accommodate individual learning styles, ensuring that, wherever possible, provision is planned in a multi-sensory way to ensure that the various experiences can be accessed by all in the spirit of inclusion.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We meet the needs of all our children 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 to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Pupil Premium

We ensure that we quickly identify children who are entitled to both Pupil Premium and Early Years Pupil Premium. Through initial baseline assessment we establish how and in which areas children are attaining, in order to then support learning through tailored resources, expertise or intervention. Progress is then rigorously monitored and tracked.

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 Early Years Foundation Stage 2017

At Roseberry Primary all children have the right to feel and be safe. The safety of our children is paramount. We encourage the children to take risks in a safe learning environment by helping them to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Within the Early Years we ensure that our current practice and provision complies with the welfare requirements as stated in the Ofsted Statutory Framework for Early Years Foundation Stage.

Our team works collaboratively to;

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and developmental experiences tailored to meet their needs.
- evaluate our service and strive for continuous improvement.

Positive Relationships:-

At Roseberry Primary we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families. Families are given clear guidance on the staff they will meet and their role in the setting.

Key Persons

To enable children to make secure attachments to practitioners and to develop positive relationships, we operate a Key Person system in the Ladybird and Robins nursery rooms. In the Reception classes, the Class teachers take on this role. Every child is assigned to a key person. This safeguarding and welfare requirement enables us to engage and support parents/carers in guiding their child's development at home. Parents are informed who their child's key person is and the role of key person is fully explained. Our key workers ensure that every child's learning and care is tailored to meet their specific needs and interests.

Parents as Partners

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We encourage parents through:

- Comprehensive settling in and transition programmes, including visit sessions at transition points
- A range of activities such as Stay and Play, throughout the year to encourage collaboration
- Formal meetings for parents/carers up to three times a year at which the Class Teacher/Key Person and the parent/carer discuss the child's progress. Parents receive a report on their child's attainment and progress in the Summer term of Nursery (N1 and N2) and at the end of Reception. Parents of 2 year olds are invited in to complete their progress check with their key worker and health visitor.
- The use of an online Learning Journal, which parents can freely access and contribute to should they wish to do so.
- Inviting all reception parents/carers to an induction meeting during the term before their child starts school;
- Providing drop in sessions for all nursery children where the teacher, parents/carers and child can meet before they start school
- By providing a quiet and confidential area where parents/carers are able to discuss any concerns;
- Encouraging parents/carers to attend workshops around the curriculum and supporting at home.
- Sharing curriculum plans on our website, showing which aspects will be taught during that term and offering a range of activities that support the involvement of parents/carers.

Enabling Environments:-

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to provide development within all areas.

Free flow

We operate a free flow approach which includes indoor and outdoor spaces and when possible across the age phases. In this way children can access a range of self-directed challenges alongside structured adult-led learning experiences.

Learning spaces are clearly defined and resources are easily accessible so that children can develop as independent learners by following their own schemas and fascinations.

We recognise the importance of open ended experiences to promote purposeful and challenging play. Practitioners observe and extend this play as appropriate, use inspiring

language to promote sustained shared thinking. They further use these observations to enhance provision and extend individual learning.

Learning and Development:-

We recognise that children develop and learn in different ways and at different rates. At Roseberry Primary we understand that young children achieve well when learning is engaging and well matched to their interests and previous learning. Learning is often play based with increasing challenge and expectations as a child develops.

Curriculum

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

The Prime Areas are essential for fostering early learning skills and are promoted heavily through our planning and provision. Successful mastery of these skills supports children to achieve well in Specific Areas of Learning. Our two-year-old provision focuses heavily upon the prime areas of learning, while our three to four-year-old provision further embeds this learning while also encouraging the development of skills in the specific areas.

Curriculum Mapping is in place to promote a wide ranging curriculum where children are challenged with new experiences. It is made up of a range of broad themes called Learning Journeys. These are often linked to seasonal changes whilst being flexible to respond to observed needs and current interests. We plan for learning opportunities based on children’s interests and needs through a system which follows an ‘Intent, Implementation and Impact’ model. Our medium-term planning identifies intended learning, with outcomes, for all children. We also follow the Launchpad for Literacy programme in order to ensure that children are ready for all aspects of literacy for their specific stage of development.

Across all of these we promote the characteristics of effective Learning where children develop their abilities to play and explore, take an active role in their learning and think creatively. We observe and monitor progress for these skills and report these to parents.

Assessment

“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs and to plan activities and support”
Statutory Framework for Early Years Foundation Stage 2017

The Early Years Outcomes age bands and Early Learning Goals provide the basis for assessment throughout the Foundation Stage. Children are quickly assessed at their entry point to the Foundation Stage to establish a baseline. Progress is monitored and tracked consistently through shared online Learning Stories, an electronic tracking system and analysis of progress.

Practitioners, teachers and teaching assistants make regular assessments of children’s learning and these high quality observations are key to the assessment and planning cycle. Next Steps are planned in response to these and shared with parents, to ensure that all have an awareness of ways forward.

There are several statutory summative assessment points throughout the Foundation Stage.

- Two-Year-Old Progress Checks in conjunction with Health Visitor and parents
- A Good Level of Development measure is made at the end of the Reception Year

Letters and Sounds

Listening and attention, visual discrimination and auditory memory skills are developed right from the beginning of the Foundation Stage. The Ladybird room introduces lots of activities relating to listening and attention, and rhythm and rhyme. The Launchpad for Literacy assessment and planning tool is also used.

Further, more intensive work on Phase 1 of the Letters and Sounds Phonic Programme, continues in the Robins. This is a daily programme of interactive experiences that promote phonological awareness and key skills for reading and spelling. Further phases from this programme continue throughout the Foundation Stage and into Key Stage 1.

Home Learning

At Roseberry Primary, we understand the impact of high quality liaison between home and school and strive to ensure that our pupils are keen to learn at every opportunity. For this reason, we believe that the extension of learning outside of the classroom, including the provision of home learning, is a vital addition to a child’s learning.

For our younger children in the Ladybird room, Key Persons may suggest ways to support at home in particular areas of learning. Ideas for learning experiences at home are offered weekly through our ‘Go Home’ bags, alongside an outline of what the children have been learning that week in their particular room.

In the Robins and Reception Classes, weekly differentiated Letters and Sounds activities or maths challenges are sent home in homework books. Regular reading is encouraged at home for all children. Nursery children take home a school library book and parents are encouraged to make an observation or comment on their child's book list. Reception children take sharing or guided reading books and comments about these books are recorded in their Reading Journal. Phonic word packets and workbooks are also sent home with Reception children.

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the Early Years Foundation Stage.

We actively seek to promote these values through modelling behaviour, challenging stereotypes and ensuring that our children receive a rich and varied curriculum.

When appropriate, we demonstrate democracy in action and support the decisions that children make. We ensure children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities

We allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Policy Status and Review

Written by	P Nunn EYFS Lead
Date	February 2020
Review Date	Review July 2020 in preparation for transition period for new curriculum.