



**Morton C.E. (Controlled) Primary School
Early Years Foundation Stage Policy**

1 Introduction

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children join us at the beginning of the school year in which they are five. Alternatively, they may join at the age of 2 onwards in our Nursery. Key Stage 1 begins at the start of Year 1. The EYFS is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the EYFS.

1.2 Children joining our school have already learnt a great deal. The majority of children come from our school Nursery but some children may have been to another local setting.

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 activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

2 Aims of the EYFS

2.1 The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- mathematics;
- Understanding of the world;
- physical development;
- creative development.

2.2 The EYFS is underpinned by three key themes:

- A unique child
- Enabling Environments
- Positive Relationships

All three are needed for successful 'Learning & Development'

3 Teaching and learning style

3.1 The features of effective teaching and learning in the EYFS are:

- the understanding that practitioners have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS;
- the development of close links with pre-school provisions; and our School Nursery.
- 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 indoor and outdoor facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
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4 Play in the EYFS

4.1 Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and 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, consolidating and extending their learning. They express fears or re-live anxious experiences in controlled and safe situations.

5 Inclusion in the EYFS (A Unique Child)

- 5.1** In our school and Nursery we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.
- 5.2** In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of individual children.
- 5.3** 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;
 - monitoring children's progress and taking action to provide support and early intervention as appropriate.
- 5.4** The class teacher is the key person for each child. The full time TA is the secondary key person for each child. In the Nursery the children all have a key person who works with the child and parents, supported by the Nursery class teacher.

6 The EYFS curriculum

- 6.1** The curriculum for the EYFS in our school reflects the three prime areas and four specific areas of learning and four principles identified in the EYFS document. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.
- 6.2** The Early Learning Goals are in line with the objectives in the Renewed Primary Framework. By the end of the reception year in our school, children have a daily mathematics and literacy lesson. The requirements are initially addressed in a flexible way but, as part of the smooth transition to Key Stage 1, the literacy & numeracy lesson are put into operation by the end of the EYFS.

- 6.3** The Early Learning Goals provide the basis for planning throughout the EYFS. Medium term planning is completed termly and identifies general learning objectives. Weekly planning identifies more specific learning objectives and gives more detail of activities.
- 6.4** Planning is flexible to allow practitioners to follow the children's interests wherever appropriate. Planning is shared with the children at the start of each half term. The children are involved in deciding what they would like to learn and what they would like to do. Role play areas are negotiated with the children. Weekly plans are discussed and shared with the children. Planning is reviewed at the end of each half term with the children.

7 Assessment

- 7.1** Much of the assessment in the EYFS takes the form of observation. This involves the teacher and other adults as appropriate. These inform the completion of the children's learning journeys and ELGs and feed into future planning.
- 7.2** Planning is therefore based upon where children are now and the next steps they need to take.
- 7.3** Baseline assessment is completed during the children's first half-term in the reception class. The results are used to identify patterns of attainment within the cohort of children and to modify the teaching programme for individuals and groups of children as appropriate. The baseline assessment is completed at the end of the academic year to review progress. This is also shared with County to obtain information about progress and attainment in comparison with county and national averages.
- 7.4** Parents receive an annual report at the end of each academic year that offers brief comments on each child's progress in each area of learning. It gives details of the child's general progress, highlights the child's strengths, sets targets for future learning and gives an overview of the child's learning style. The children's learning journeys are also included with this. The Reception report is also shared with the Year One teacher at the end of the year.
- 7.5** Observations, photographs and samples of work are used to update the learning journeys each half term. Parent contributions (Wow Moments) are also included. These are shared with parents at parent-teacher evenings and are available within the classroom at other times. Tapestry is used as an electronic learning journey and allows all staff and parents to contribute in a more immediate way.

8 The role of parents

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

- the children having the opportunity to visit the reception class for half a day on a weekly basis during the last half of the summer term and parents are welcome to chat informally to staff. In the Nursery the parents and children are invited to several stay and play sessions before they begin, with a gradual build to a full session if the child requires it. We recognise that each child is different and some children may need a longer settling in period than other children.
- Offering a morning session where children and parents come and explore the classroom and whole school together;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher or key worker if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent 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.
- encouraging parents to bring their child into school and to stay if there are problems with the child's admission.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that link between home and school such as reading books, library books, story sacks, number and topic related activities.
- Asking parents their opinions about the reports they receive and adapting these as necessary.
- Asking parents to contribute their own photographs and observations to complete the learning journeys and allowing constant access and updates via tapestry.
- Encouraging parents to come into school on a regular basis and take part in supportive activities.

9 Enabling Environment

9.1 We plan a learning environment, both indoors and outdoors, that uses a range of materials and equipment and encourages a positive attitude to learning. We plan directed activities, but also encourage the children to

make their own selection of activities as we believe that this encourages independent learning.

9.2 We store resources using clear boxes and labelled photographs to enable children to make independent choices about what they would like to learn.

10 Transition (Positive Relationships)

10.1 We believe that the transition from Nursery, pre-school or other settings to school can be stressful for both parents and children. We aim to support smooth transitions through:

- The children having the opportunity to visit the reception class for half a day on a weekly basis during the last half of the summer term.
- The Nursery and other pre-school children being invited to attend the Class One and Two Christmas play.
- Offering a morning session where children and parents come and explore the classroom and whole school together;
- The class teacher and teaching assistant spend four mornings each at Nursery and any other pre-schools in the term before the children start school.
- Parents completing a booklet 'All About Me' about their child's likes, dislikes, thoughts and fears about starting Nursery and School prior to September, or whenever they start Nursery.
- Nursery children work with the Reception class on various projects throughout the year, and all the parents are invited to join us for joint events.
- Each child receives an individual booklet called 'Starting School' showing them around the setting. Pre-school settings also have a large copy of this to share with the children in the term before they start school and to have available in their reading areas.
- All children start the first week of school on a part time basis - parents are then offered the option of extending this.

10.2 We believe that the transition from the Foundation Stage to Key Stage One can be difficult for some children. We aim to ensure all the children experience a smooth transition between key stages through:

- Hedgehogs and KS1 taking joint trips.
- Hedgehogs and KS1 performing the Christmas Play together.
- Hedgehogs and KS1 having a daily afternoon playtime supervised by both teachers.
- Once a term the class teachers swap and teach the other class.

10.3 We continue to evaluate our transition provision and to improve upon this using the transition questionnaires annually.

11. Safeguarding and Welfare

Safeguarding and welfare of the children is our key priority. This is addressed through the school's safeguarding, health and safety and ICT policies.

Review

The Head teacher and staff will review this policy in September 2018