



EYFS Policy

September 2017

Review September 2019

Introduction

The Early Years Foundation Stage applies to children from three years of age to the end of the Reception year. In our Foundation Stage, children join us in the term after their third birthday. We have one point of intake into full time school-September. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage 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 Foundation Stage.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. 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 and content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.
- it provides a rich and stimulating environment

Starting in the Early Years Foundation Stage at Kimberley Primary School

In the term prior to starting in our Nursery [FS 1], we offer three 'Ready for Nursery' sessions, where we invite the children and their parents into Nursery to get to know the staff and their new environment. During this time, the staff talk to parents/carers in order to share any information which may help their child settle quickly into Nursery. At the end of the third 'Ready for Nursery' session, we hold a meeting for parents/carers where we share important information about starting Nursery.

In the term prior to starting in our Reception Class [FS 2], we invite our new starters to spend two days in school, including staying for lunch. We also hold two meetings for parents/carers during this time in which we share important information about starting school.

Aims of the Early Years Foundation Stage

The curriculum of the Early Years Foundation Stage 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

Teaching and Learning in the Early Years Foundation Stage:

The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that all teaching staff 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 explanation, 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 Early Years Foundation Stage
- 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 and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents and the use of learning journeys and records of achievement
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do
- the regular identification of training needs of all adults working within the Early Years Foundation Stage

Characteristics of Effective Learning:

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.

‘The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.’

The Characteristics of Effective learning support the development of the Unique Child in **how** children are learning.

There are 3 Characteristics of Effective Learning:

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

Adults should consider the Characteristics of Effective Learning within the Observation, Assessment and Planning Cycle in the EYFS.

LEARNING CHARACTERS AND GROWTH MINDSET

In the Early Years Foundation Stage we use 'learning characters' to help our children develop a 'growth mindset' attitude to learning. Our learning characters are Reflective Owl, Reciprocal Ant, Resilient Rhino and Resourceful Squirrel. Ask your child about these characters and they will tell you what each one helps them to do. It has been proven that having a growth mindset can improve children's progress and attainment. We are teaching our children that by having a growth mindset they can grow their brains and intelligence and can achieve anything they wish!



A growth mindset means...

- I never give up
- I like my work to be difficult, it means I am learning
- I love challenges
- I want people to praise me for the effort I put into my work
- I believe I can get more intelligent by working hard
- I feel clever when I'm learning something new
- I learn from my mistakes

You can help at home by...

- praising the amount of effort your child is putting into things, rather than how clever they are.
- talking to your child about their brain being like a muscle-the more they use it, the stronger it gets.
- encouraging your child not to give up if they're finding something difficult.
- encouraging your child to try something new or challenging!

Play in the Early Years Foundation Stage

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. They express fears or re-live anxious experiences in controlled and safe situations.

Inclusion in the Early Years Foundation Stage

In our school we believe that all 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.

In the Early Years Foundation Stage 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 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.

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. This involves speech therapy for some of our children.

Some children who join our Early Years setting may require additional support and interventions from outside agencies. If this is the case, we will liaise closely with parents/carers, ensuring they are full informed about the decisions we make when requesting further outside support.

The Early Years Foundation Stage Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet enable them to develop a number of competencies, skills and concepts across several areas of learning.

The ages and stages and the four themes identified in the Early Years Foundation Stage provide the basis for all of our planning. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning and outcomes for all children.

Assessment

In Foundation Stage 2 [Reception], we complete a baseline assessment within the first six weeks of the Autumn Term.

After this initial baseline assessment, we continue to make regular assessments of children's learning and play and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observations, involving teachers, teaching assistants, parents/carers and other adults as appropriate. We moderate our assessments of our children in F1 and F2 within our own team and also with colleagues from other schools.

In Foundation 1, each child has a Record of Achievement which is used as an on-going formative assessment tool that shows individual progress. In Foundation 2, each child has individual records for reading, key words, phonics and number which are updated half termly to show individual progress.

In Foundation 1 and 2 each child has a Learning Journey which shows a range of work completed by each child across the seven areas of learning during their time in the Foundation Stage. These Learning Journeys also contain photographs and observations of the individual child.

In both Foundation Stage 1 and 2, parents receive a report that offers brief comments on their child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in early July and send them to parents.

The role of parents

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 by:

- talking to parents about their child before their child starts our nursery.
- visiting the home prior to starting our nursery if this is requested by a parent
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the Early Years Staff if there are any concerns. Each term there is a formal meeting for parents at which the teacher and the parent discuss the child's progress
- arranging different activities throughout the year that encourage collaboration between child, school and parents
- offering a range of activities that support the involvement of parents. We invite parents to open mornings to see first hand the kind of work that the children undertake in the Early Years Foundation Stage. Parents are invited to help with a variety of activities and there is regular communication with parents each day.
- encouraging parents to contribute to their child's learning journey through our assessment photo boards in Foundation 1 and 2.

Parent helpers in the Early Years Foundation Stage

In line with Nottinghamshire County Council Policy published in May 2015 and written by Dr John Bradley the following applies to parent helpers:

'Procedures for ALL visitors

- *Wherever possible, visits to schools should be pre-arranged*
- *All visitors must report to reception first and not enter the school via any other entrance*
- *At reception, all visitors should explain the purpose of their visit and who has invited them.*
- *All visitors will be asked to sign the visitors' record book or equivalent such as an electronic recording system which may include a photograph of the visitor being taken.*
- *A visitor's badge should be worn and displayed prominently.*
- *Visitors should wait in the reception area until they are directed to their destination.*
- *Visitors should not be alone with pupils/children unless the school has assured itself that the visitor has had the appropriate DBS check.*
- *If visitors find they are alone with pupils/children they should report to a member of staff or reception. This should be explained to visitors.*
- *On departing the school, visitors should leave via reception, sign out of the building, return their visitor badge and be seen to leave the premises. School reception staff should check the 'in – out' records regularly to monitor compliance with these procedures.*

If you would like to volunteer, simply let the teaching staff or a member of the school office know and procedures will be set in motion to make that possible. We look forward to you coming in to help!

Homework

Homework activities will be sent home weekly for both Foundation Stage 1 and Foundation Stage 2 children. This will include our 'BIG TALK' homework on a Thursday, in preparation for our 'BIG WRITE/BIG MARK MAKING' sessions on Fridays.

Links with Computing

Links with Computing will be made by the teacher when there is an opportunity to enhance pupils' learning. For example using information located on the internet, using the interactive whiteboards for whole class teaching and using a range of commercial software packages which can extend classroom practice.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, where possible, as we believe that this encourages independent learning.

Role of the Governing body

Governors are kept informed of the current developments by the EYFS Leader.

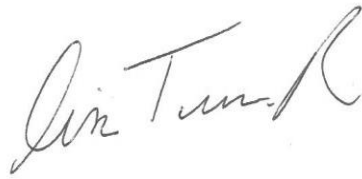
Role of the Head Teacher

It is the role of the Head Teacher to monitor the implementation of the policy and the delivery of the EYFS through monitoring and evaluation practices.

In addition, they should, along with the EYFS Leader, keep Governors informed about progress in the key stage.

22.11.17

Headteacher:
Lisa Turner-Rowe

A handwritten signature in black ink, appearing to read 'Lisa Turner-Rowe', written in a cursive style.

Chair of Governors:
Alison Gray

A handwritten signature in black ink, appearing to read 'Alison Gray', written in a cursive style.