



Early Years Foundation Stage Policy

Bisley Blue Coat & Oakridge Parochial School

Aims

This policy aims to promote consistency, high standards and achievement in Early Years Foundation Stage (EYFS). At Bisley Blue Coat and Oakridge Parochial Primary Schools we greatly value the role that the EYFS plays in laying secure foundations for future learning and development. We feel it is important to view EYFS as preparation for life and not simply preparation for the next stage in education. Every child is valued as an individual and our teaching and learning reflects the fact that each child's development occurs at different stages.

We aim to:

- Foster positive attitudes to learning, developing confidence, curiosity, responsibility and independence.
- Promote an inclusive ethos and approach to learning for all of our children to ensure that none are excluded or disadvantaged (for further details, please refer to our school Equal Opportunities Policy).
- Provide children with a well-balanced, varied curriculum which fosters enthusiasm for learning and is both challenging and progressive within a stimulating environment.
- Develop children's knowledge, understanding and skills in all areas of development through first hand experiences.
- Provide opportunities for children to make choices and become independent in their learning in a variety of safe environments both indoors and outdoors.
- Establish and maintain a close partnership with parents/carers, families and pre-school providers in our community.

EYFS Philosophy

"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", Early Years Framework 2017

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and sets the standards that all early years providers must meet to ensure that children learn, develop and are kept healthy and safe. It promotes teaching and learning to ensure children's

‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Bisley Blue Coat and Oakridge Parochial Primary Schools we follow, the guidance set out in the Early Years Framework and seek to provide:

- quality and consistency so that every child makes good progress and no child is left behind
- a secure foundation through learning and development opportunities which are planned around the children’s needs and interests and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The Early Years Foundation Stage Curriculum

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

Overarching principles

Effective practice in the EYFS is built on four guiding principles. These provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. The themes are each broken down into four commitments describing how the principles can be put into practice.

A Unique Child

In the Foundation Stage, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates (see below). We use praise and encouragement, as well as celebration assemblies, and ‘Homework Shares’ to encourage children to develop a positive attitude to learning. We give our children every opportunity to achieve their best. We meet the needs of all our children through various ways including planning opportunities that build upon and extend children’s knowledge, experience and interests. We also ensure that children have many opportunities to master skills for the Early Learning Goals (ELG’s) and learn skills for the Exceeding Early Learning Goals.

Positive Relationships

In the Foundation Stage, we aim to develop caring, respectful relationships with the children and their families. Reception staff make home visits for all new children before they join our setting. There are regular opportunities for parents to talk to staff about their child’s “Learning Journey”

informally before and after school. Reception parents are also offered a consultation meeting twice a year. Learning journeys are sent home each half term so parents have the opportunity to reflect with their child on any achievements or progress made. Reception children often go on trips outside into the local area and we invite parents to accompany us on these trips.

Enabling Environments

In the Foundation Stage we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. The Reception environment is set up in learning zones, where children are able to find and locate equipment and resources independently. Reception have an outdoor area, which has a positive impact on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. Children's interests and needs underpin the Foundation Stage planning. We follow a topic-based approach and plan using skills from the Development Matters aspects of the EYFS. Robust assessment ensures that future planning reflects identified needs.

Children develop and learn in different ways and at different rates

In the Foundation Stage, we understand that the framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Therefore, we use our assessments of children's learning to plan appropriately pitched activities to ensure each individual child is suitably challenged and has the opportunity to practice and apply new skills in a variety of play-based contexts.

The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development

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:

Prime Areas:

Personal Social and Emotional Development

Physical Development

Communication and Language

Specific Areas

Literacy

Mathematics

Expressive Arts and Design

Understanding of the World

The first three areas are known as the Prime Areas and the four other areas are the Specific Areas. The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. 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 and the local community in order to make links stronger. 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. This enables children 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 in 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. We focus on developing children's competence in speaking and listening with an 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 show and tell, 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, 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 prewriting work encourages correct pencil control, left/right orientation and letter formation. 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 stories are read daily to the pupils to encourage an enjoyment of reading.

Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and by 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 using the white rose scheme of work. 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 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 such as iPads and simple recording equipment.

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, 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.

The Characteristics of Effective Learning, which move through all areas of learning, are:

- Playing and exploring - Finding out and exploring; Playing with what they know; Being willing to 'have a go'
- Active learning - Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do
- Creating and thinking critically - Having their own ideas;
- Making links; Choosing ways to do things

These characteristics of learning underpin teaching and learning in the EYFS and form part of the skills and attributes that children need to acquire by the end of their learning journey in the Foundation Stage.

Outside the classroom

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 and become confident in taking risks.

Assessment of children's learning

We use baseline assessments at the start of the academic year in Reception to assess each child's starting point. This data provides teachers with the information needed to support and challenge throughout the academic year. Parents are able to view the data and it is discussed during our parent consultation meetings each term. Pre and post learning assessments are also used effectively in class to assess each child's understanding of an identified area of learning. As part of our daily practice, we observe and assess children's development and learning to inform our plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal "Learning Journey", which is shared with parents. Within the final term of Foundation Stage, we

provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.

Health and safety

Foundation Stage support staff have had either general first aid or paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. They are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken daily for all key areas and before we embark on any school outings.

Snack times

Snack time is used to encourage pupils' to listen to their own bodies and decide when they are hungry or thirsty. During choosing time, pupils' can make the decision when to have their snacks. Snack time is an ideal opportunity to develop and enhance the children's social skills and to support our ethos of being a healthy school with healthy snacks.

Inclusion

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. Care is taken to assess the needs of each child from Reception age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible through targeted interventions.

Allergies

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A record of this is kept and all adults involved are informed.

Medical Needs

We keep a note of any medical needs, allergies, children who need inhalers, piriton and epi-pens in so everyone is aware of individual needs. Parents/carers also complete a care plan.

Toileting

Our support staff are responsible for changing children when they are wet or soiled. Staff members are provided with rubber gloves and hand wash for their protection. Children are changed in the toilet. Soiled and wet clothing is sent home and parents are informed if children have had an accident. For children who are experiencing toileting issues, it may be necessary for a care plan to be

put in place. This is completed with the support of parents and where possible appropriate other professionals.

Safeguarding

The school takes its child protection responsibilities very seriously and follows the safeguarding and welfare requirements that cover the steps that providers must take to keep children safe and promote their welfare. These are to: Ensure that we meet the specific safeguarding and child protection duties set out in the Childcare Act 2016 and related statutory guidance. Ensure that children taught in Reception are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

In the Foundation Stage, we follow the school child protection procedures related to the use of portable devices. In addition, the school has the following child protection policies:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting
- parents are prohibited from taking any photographs of children in the early years setting - the only exception would be in the event of a class assembly
- staff seek parental permission to take photographs of the children, this is linked to teaching the curriculum and that use school equipment only for this purpose
- school cameras should be used for all recording/photographing purposes both in and out of school - these images should only be printed out at school and staff should not under any circumstances take photos or images of children home
- the use of personal mobile phones and cameras by staff to take photos of children both in and out of school is not permitted

Parents/Carers as Partners

We value the involvement of parents in school and strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care in numerous ways, including termly meetings, "Home Learning" Journeys and workshops. Parental involvement with school begins even before children start Reception with an invitation to visit the school and meet their child's teacher. Parents are invited to contribute to children's assessment by sending in wow notes; this information forms part of our evidence of children's learning. Parents' consultation meetings are held each term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher. Parents are kept informed of all happenings in the school by regular newsletters

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those

involved with the child and other settings. Children attend a Move –Up day sessions to develop familiarity with the school and meet the staff. The children also complete an ‘All about me’ booklet before they start at Bisley Blue Coat and Oakridge Parochial, which informs staff about children’s interests.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. Regular self-evaluation will be used to assess the impact of this policy.

This policy will be reviewed every two years, or revised in the light of any new legislation.

Date: November 2020

Review Date: November 2022