



Early Years Foundation Stage Policy

(Revised August 2016)

1. Background

The updated Statutory Framework for the Early Years Foundation Stage became effective from September 2014. The Early Years Foundation Stage covers children from birth to 5 years of age. The Final year of the EYFS is referred to as Reception year. Early Learning goals set the expectations for the end of Foundation Stage. The seven areas of learning are covered in the Foundation Stage curriculum guidance document.

2. Aims

The Early Years Foundation Stage has principles which guide the work of all practitioners and is grouped into four themes:-

- **A Unique Child**-we recognise that every child is a competent learner from birth who can be resilient, capable and confident.
- **Positive Relationships**-we acknowledge that children learn best to be strong and confident from a base of loving, secure relationships with parents and staff.
- **Enabling Environments**-the learning environment plays a key role in supporting and extending learning.
- **Learning and developing**-we recognise that all areas of learning are connected and that children develop and learn in different ways

Reception children at Coughton come from a variety of pre-school settings. Early years practitioners in Reception build on prior learning and experiences, covering the seven areas of the Foundation Stage Curriculum. These are:-

1. Personal Social and Emotional Development

We aim to make each child feel valued in the community so that they may grow in confidence. Our children are allowed to develop positive attitudes and an enthusiasm for learning. We show the importance of social skills, the ability to speak, to listen, take turns and be part of a team. Children are encouraged to persevere and persist as they increase their concentration skills.

2. Communication & Language

Through an enriched range of speaking and listening activities children develop skills in listening and attention, understanding and speaking skills.

3. Physical Development

Children improve their fine and gross motor skills and understand how their bodies work and how to stay healthy.

4. English

Through Letters and Sounds children are taught a secure phonic knowledge which enables them, along with a love of story and rhyme, to begin to read and write. We work to extend their vocabulary and feed their imaginations, allowing time to discuss and reflect.

5. Mathematical Development

Children develop their understanding of number, measurements, patterns, shape and space through enquiry and problem solving.

6. Understanding of the World

Children explore their environment, people and places, objects, now and in the past. Children explore a range of technology that is used in school and outside of school. They have opportunities to solve problems, make decisions, predict, plan and question.

7. Expressive arts and design

We give children time and opportunities to use resources independently and creatively to express themselves in art, music, design, movement, dance, role play and story telling.

3. To achieve this we work by these principles:-

- Opportunities for planned, purposeful play are given across all areas.
- A safe, challenging, stimulating environment is provided which reflects the seven areas of learning. Resources will be freely available to children and easy to locate independently.
- We understand that children develop rapidly and in different ways in the Foundation Stage (FS).
- We provide a broad, well balanced, creative curriculum which stands alone but also prepares children for KS1 and beyond.
- The outdoors is valued and used as a learning space. We understand the importance and benefits of being outdoors and physically active, as well as teaching children to notice and respect their environment. We use the outdoor area as part of our curriculum.
- Children should have a balance of activities planned by adults and those they plan and initiate themselves. We know the importance of observing and assessing children during self selected and self initiated activities.
- Children feel welcome, safe and have positive relationships with all adults and children.

4. Learning through Play

We support learning through planned play activities and decide when child initiated or adult led play activities would provide the best learning opportunities. Adults give good quality support for play by:

- Planning and resourcing a stimulating environment.
- Supporting learning through planned activities.
- Extending spontaneous play when appropriate through intervention and careful observation.
- Understanding when to stand back and simply observe.
- Enhancing language and communication skills in play.
- Progressing individual's skills and knowledge through the Characteristics of Effective Learning, supported by adults interactions during play.

5. Planning

Our planning and practice underpins the 'Characteristics of Effective Learning' as stated in the Development Matters document (alongside the school's BLP initiative) to develop pupil understanding of themselves as a learner. These are:

Playing and exploring - engagement

Active learning - motivation

Creating and thinking critically - thinking

- Both medium term and short term planning shows specific Age and Stage skills or Early Learning Goals that are intended to be achieved for every ability and what key experiences and resources will help achieve this.
- We ensure each child has a balance of teacher led, supported and independent play during the week (no more than four adult-led sessions per day). As the year progresses, the adult-led sessions will increase alongside pupil expectation.
- We also plan what continuous provision will be provided or added to in different areas of learning. All staff working in Reception contribute to this.
- At Coughton, purposeful and stimulating reading, writing, number and ICT opportunities are provided and supported in the Continued Provision stations (both inside and outside).
- Our plans are flexible and change in response to children's learning, needs and interests during the week.

6. Assessment

- Assessment is essential to good practice as it informs planning and responds to individual needs. All transfer information is collected and along with initial observations by staff gives an entry level of achievement at the beginning of the year.

- All staff working in Reception will have 'key worker' responsibility for groups of children who will liaise closely with the class teacher, reporting observations and judgements to the class teacher. The class teacher is responsible for monitoring and tracking progress made and planning suitable next steps.
- Formative assessment informs our daily planning. This takes the form of:
 - Written anecdotal observations.
 - 2Build a Profile software on electronic post-it notes as significant progression of skills are observed and verbal next steps will be shared with pupils.
 - Focused and detailed observations recording quotes, new learning and next steps.
 - Examples of work and annotated photographs in learning journals and adult-directed books.

All staff working in the FS understands these procedures and contributes fully.

- Summative assessment shows each child's achievement in the Early Learning Goals. This is recorded using a 'Development Matters' tracking document (Landscape doc.). All staff working in Reception contributes towards the tracking of achievement and progress.
- The class teacher updates both tracking grids (Landscape doc.) and O-track half-termly and monitors progress.
- The class teacher uses the 'Areas of Focus' sheets to plan specific Age and Stage skills/ELGs needed for all pupils to make progress each term. These are shared with all adults in the FS informing them of the next step evidence required to ensure progress.
- Each term, the class teacher will plan specific actions required for specific children identified as needing to make exceeded progress in-order to achieve the ELG by the end of the year (therefore ensuring GLD). Both the SLT and the Inclusion Lead will support the class teacher with these actions during termly Pupil Progress Meetings and monitor impact on pupil progress.

7. Admissions

- Reception age children are admitted according to the criteria for LEA maintained schools in the academic year after they are four.
- We aim to develop strong links with our Pre School providers. We receive records but also try to speak to key workers or visit settings if necessary.
- In the Summer Term before children start Reception we invite parents to a meeting.
- Children are also invited to a series of 'Transition afternoons'. This allows parents to meet staff and for the children to become familiar with their new environment.

- On admission, children are expected to be independent in managing their personal hygiene as far as possible – parents should inform staff of any difficulties with this.

8. Parental Links

- We value the contributions of parents and carers in the Reception year and we understand that children settle more confidently when there is an open communication between staff and parents.
- We deliver a carefully planned transition programme to enable both adults and children time to feel settled and secure in their new learning environment. Prior to the child's September start, we invite both parents and pupils in for an introductory meeting and a series of transition afternoons. This allows parents to raise any queries they may have and for the staff to gain information in preparation for September. In September, we encourage the parents to bring children on to the playground and to separate and leave them on the playground in the mornings as soon as they are happy to do so. Parents can bring their child into the classroom to settle if the child needs help coming into school.
- At the same time we maintain an open door policy so that staff are happy to speak to parents at the beginning and end of the day.
- At regular intervals throughout the year parents are invited into school to join in with their child's activities, browse the learning environment and share their child's learning journal with them. These events give the parents opportunity to ask any questions they may have.
- Each term a Curriculum Tree is sent home to parents with information about the next term, including what the topic and main activities will be as well as how the children may be supported at home.
- Activities are sent home to support their learning.
- We send home 'Magic Moment' sheets where parents can make contributions towards the learning journals, based on skills/comments displayed outside of school.
- Parents Evenings are held each term. During Parents Meetings we will share learning journals and give the parents the opportunity to enjoy and contribute towards these.
- A report is produced for parents at the end of the autumn term and spring term informing them about their child's age and stage level and specific next steps. In the summer term, a more detailed report is produced informing parents of their child's achievements against the Early Learning Goals (in line with the statutory requirement).

9. Equal Opportunities

All children feel included and supported. We aim to build on the home, cultural and linguistic backgrounds of the children in our class. We use materials, resources and

displays which reflect our cultural and ethnic diversity, the local community and the wider world. Children with Special Educational Needs will be given support as appropriate. This includes children who are more able, as well as those with specific learning difficulties. The class teacher works closely with both the Inclusion Leader, outside agencies and parents with children who have specific needs to plan the appropriate provision and support. The actions planned are regularly monitored for impact and adjusted as required.

Danielle Mellings

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Date for review

September 2017

Signed _____