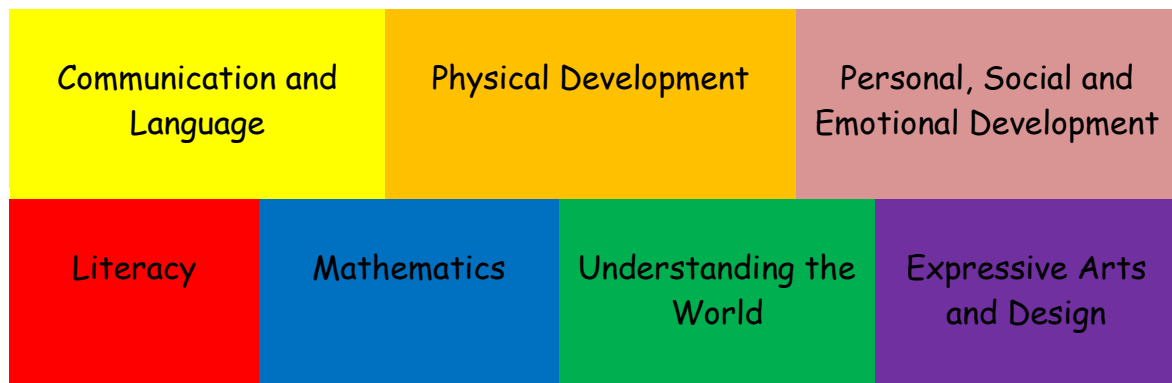




**Fossebrook**  
Primary School

A place of discovery and friendship

# Early Years Foundation Stage Policy



## RATIONALE

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage.

*"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."*

*(Statutory Framework for the Early Years Foundation Stage)*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

We are committed to underpinning our provision with the four themes of the Early Years Foundation Stage.

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## AIMS AND PURPOSES OF THE EYFS

To give our children the skills and confidence to:

- Be independent learners
- Listen to and communicate with others
- Behave well, stay healthy and feel safe
- Read well and develop a love of books
- Communicate through writing
- Talk about and explore the number system and shape
- Be curious about the world around them
- Express themselves through art and music

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## A UNIQUE CHILD

We recognise that children learn and develop in various ways and at different rates and this is reflected in our provision. The characteristics of effective learning support the child to become a motivated and effective learner. Children will **play and explore** and 'have a go' at using all available resources, developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our settings so that they feel included, safe and valued.

## ENVIRONMENT

In EYFS we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest. The environment is set up to support all learning areas, where children are able to find and locate equipment and resources independently. There is an outdoor area that has a positive effect on the children's development. The outdoors area provides opportunities for doing things in various 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. As far as possible we offer the same opportunities and areas of learning in all of our environments and the children have free flow between different areas.

To ensure that we meet the individual needs of all of our children we make regular observations of the children's interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

## LEARNING AND DEVELOPMENT

There are seven areas of Learning and Development which are interconnected.

The three prime areas are crucial to develop lifelong learning and to help children form relationships

- **Personal, Social and Emotional Development** - children develop confidence and self-esteem, learn how to manage feelings and respect others
- **Communication and Language** - children have opportunities to speak and listen in a range of situations and experience a rich language environment

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- **Physical Development** - children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices

The four specific areas are:

- **Literacy** - involves children learning how letters link to the sounds and begin to read and write
- **Mathematics** - children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures
- **Understanding of the World** - children have opportunities to find out about people and communities, the environment and technology
- **Expressive Arts and Design** - involves exploring feelings and ideas through music, dance, role play and design

We have an annual cycle of topics in EYFS which are designed to provide a broad and balanced curriculum. We also follow the children's interests when planning for each group of children and involve the children in choosing activities and resources. Children and parents are encouraged to be involved in the next steps for learning through sharing the children's learning journeys and parent consultations.

Child-initiated learning and adult directed activities are focused on play based active learning which relates to the children's interests. We extend children's learning through observing, getting involved in their play, supporting their thinking and asking open questions.

## PLANNING AND TEACHING

On entry to the Foundation stage, children are primarily taught in small group sessions for English and Maths, with a daily phonics session. As the year progresses, this will develop into whole class taught sessions 5 times a week. Each session is roughly 20 minutes long. Each child will have an adult led Literacy and Maths activities weekly for around 15 minutes. In addition, the children have whole class weekly Topic, PE, ICT, RE, PSHE and Music lessons.

Continuous Provision provides resources, questions and opportunities for self directed learning and play in the following areas:

- Construction
- Small World
- Creative area
- Role Play
- Investigation area
- ICT
- Malleable (indoors and outdoors)
- Sand and water (indoors and outdoors)
- Reading (indoors and outdoors)
- Writing area (indoors and outdoors)
- Maths (indoors and outdoors)
- Movement area (outdoors)

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- Gross motor skills (outdoors)

Continuous Provision is planned to take into account breadth across the curriculum and the interests of the children.

Planned activities across all of the areas of learning will link to the central theme.

## EXPECTATIONS

Children will be assessed on their entry into school. Baseline assessment will be undertaken using the NFER materials. By the end of Foundation Stage, children will be assessed against the Early Learning Goals, and for each goal will be judged as: will achieve expected level of development (meeting the early learning goal), emerging into the level (working towards) or exceeding the level (working beyond).

See Appendix 1

## PARENTS AS PARTNERS

The partnership with parents is vital. We promote positive relationships between staff, parents and children.

We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount.

As part of the induction process in June, parents will be offered the opportunity of the class teacher visiting children and parents in their homes. This provides a valuable opportunity for teachers to observe and talk to the children in their home environment where they feel most comfortable. It is also a useful time for parents to talk about their child, beginning the home school partnership.

Each morning, EYFS parents are invited into classrooms to do activities with their child. The activities will be short and simple and take around 5-10 minutes. It may involve things such as name writing, spot the difference puzzles, ordering numbers or may be a time to share favourite activities or for some show and tell etc. After the activity, parents may leave and the children prepare for registration. As well as giving parents ideas on ways to support children at home it is an important time for parents to ask questions or discuss any issues with the class teacher.

In addition, there are also regular opportunities for parents to become involved in school activities such as attending special events, assemblies or volunteering to hear children read. We welcome, encourage and value positive relationship we have with parents.

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## **WORKING WITH OTHERS**

We recognise the importance of a smooth transition when children begin school. Links are embedded with our local nurseries and preschool settings and we liaise visits with staff to discuss each child in preparation for them coming to school.

When appropriate we engage with external agencies e.g. Health Visitor, Speech and Language Therapist, Educational Psychologist etc in order to improve the provision for all children including those with Special Educational Needs.)

## **MONITORING AND EVALUATION**

The policy will be monitored and reviewed in line with the school's Monitoring and review practices.

The work undertaken will be monitored and evaluated by the leaders with responsibility for the Foundation Stage. This will be in line with the school's monitoring and evaluation practice e.g. sampling planning, samples of work, data analysis discussion with children and observations.

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## APPENDIX 1

### EYFS EARLY LEARNING GOALS

#### PRIME AREAS

#### COMMUNICATION AND LANGUAGE

##### **ELG 01      Listening and Attention**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

##### **ELG 02      Understanding**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

##### **ELG 03      Speaking**

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### PHYSICAL DEVELOPMENT

##### **ELG 04      Moving and Handling**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

##### **ELG 05      Health and Self-care**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

##### **ELG 06      Self-confidence and Self awareness**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will

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choose the resources they need for their chosen activities. They say when they do or don't need help.

**ELG 07 Managing Feelings and Behaviour**

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**ELG08 Making relationships**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**SPECIFIC AREAS**

**LITERACY**

**ELG 09 Reading**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**ELG 10 Writing**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**MATHEMATICS**

**ELG 11 Numbers**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**ELG 12 Shape Space and Measures**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**UNDERSTANDING THE WORLD**

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**ELG 13 People and Communities**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**ELG 14 The World**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**ELG 15 Technology**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**EXPRESSIVE ARTS AND DESIGN**

**ELG 16 Exploring and Using Media and Materials**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**ELG 17 Being Imaginative**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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