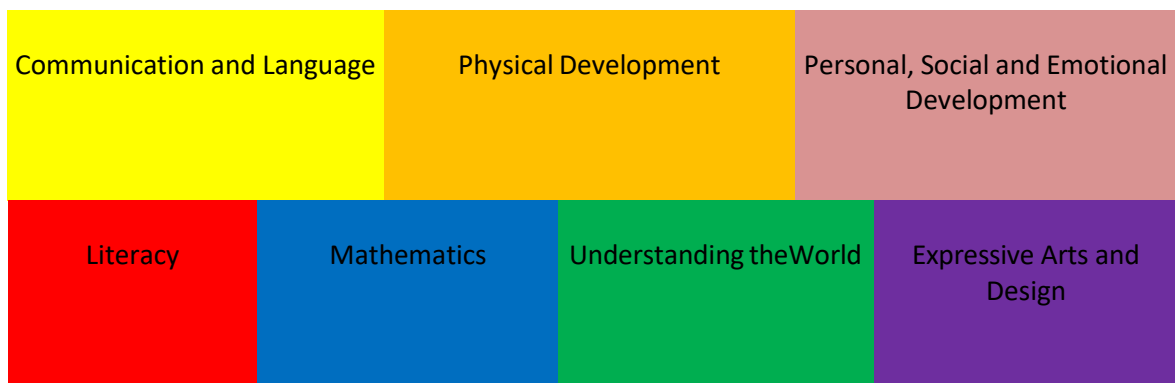




**Fossebrook**  
Primary School

A place of discovery and friendship

## Early Years Foundation Stage Policy



Established by:	EYFS Lead	Approved Gov:	
Revised by:	H Cooper	Last Reviewed	Feb 2023
		Next review date:	Feb 2025

## RATIONALE

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage at Fossebrook Primary School.

*“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, March 2021.*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Fossebrook, the first year of school is Foundation Stage 2, also known as Reception. At Fossebrook Primary School, we value the importance of this first year of school and believe it provides secure foundations for future learning and development. We underpin our teaching and 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

We aim to be inclusive in supporting all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, physically, creatively and intellectually to their full potential. We have high expectations of all children within our care and aim to prepare them for starting KS1 the following year.

We aim to:

- Provide a happy, safe, stimulating and challenging provision of learning and development for the children to experience for a solid start to their school journey.
- Provide a broad and balanced curriculum that is relevant, fun, creative and book based; and sets in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Prioritise choice and decision making, fostering independence, self-confidence and PSED skills.
- Use and value each child’s own capabilities, assessing their individual needs and next steps and help each child to progress. We will use a variety of assessments methods and tools, including formative and summative assessments.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children’s academic progress and wellbeing.
- Provide a caring, inclusive and considered learning environment which is sensitive to the requirements of the individual child; including those who have additional needs.

## A UNIQUE CHILD

We recognise that children learn and develop in various ways and at different rates, which is reflected in our provision and lessons. The characteristics of effective learning support the child to become motivated and effective learners, as outlined below.

Children will **play and explore**, allowing them to become skilled at using resources within their learning environment, developing their language and experiences. Children will become resilient and enjoy achievements through both structured and **active learning**. They will make links, explore their

ideas and problem solve through **creating and thinking critically**. Practitioners support children in developing these characteristics through extending the child's learning in play, modelling language effectively and scaffolding their progression.

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

## **THE LEARNING ENVIRONMENT**

At Fossebrook Primary School we take pride and time to create a learning environment suitable in supporting children and for them to be independent in their learning. The environment is set out to reflect the seven areas of development. Each area of learning is relevant, self-accessible and will include enhancements that reflect the curriculum.

We consider our children's needs within our daily timetables. This allows consistency and routine for the children which they need to thrive. We use allotted lessons to ensure there is quality first teaching of phonics, mathematics, English and understanding of the world. This is to ensure all children are making progress every day. We use formative and summative assessment to inform groupings when required for carpet teaching and small group work. As teachers and EYFS practitioners we take responsibility for all children in the class.

We value outdoor learning time and how this is relevant to our cohort of children. Our outdoor area focuses on developing the children's gross motor skills and providing opportunities to explore. We recognise how outdoor learning can impact children's well-being and hold this in high regard. Our children are safe to explore, use their sense, be physically active and exuberant in our outdoor environment.

## **LEARNING AND DEVELOPMENT**

There are seven areas of learning and development which must shape educational provision in all early year's settings. All areas of learning and development are important and inter-connected, and none can be delivered in isolation from the others. Children's learning requires a balance of adult led and child-initiated activities for them to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year.

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

### **The Three Prime Areas:**

- **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
- **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:**

- **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

Please see Appendix for the full overview of the Early Learning Goals within each of the above areas.

We have an annual cycle of topics in EYFS which are designed to provide a broad and balanced curriculum. We take into consideration the children's interests when planning and adapt the continuous provision to apply. Children and parents are encouraged to be involved in the next steps for learning through sharing the children's learning journeys through Tapestry.

Child-initiated learning during 'activity time' is focused on play based, active learning, which relates to the children's interests and the curriculum. We extend children's learning through guided 1:1 or small group activities, observing, getting involved in their play, supporting their thinking and asking open questions.

## **PLANNING AND TEACHING**

Within our EYFS, we explore relevant and modern topics that showcase diversity and reflect outcomes for learning. We ensure learning builds on from one term to the next and skills that are learnt within our Foundation prepare children to begin Year 1 the following year. We use the Development Matters Statements within our planning to ensure there is progression throughout the year in our expectations of the children.

Children in Foundation will engage with the first quality teaching of phonics, English and maths everyday within carpet time sessions. We prioritise story time every day and use carefully considered texts. We provide interventions for children who require additional support with language, phonics, fine motor skills and maths. We use 1:1 reading and small group guided reading sessions, to ensure children are developing their reading skills. Children also work with adults throughout the week to consolidate to complete an English and maths guided activity, evidenced in the books or on Tapestry. Children also have access to a range of technology, which allow them to begin developing their ICT skills and practice learning.

## **ASSESSMENT AND 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 all early learning goals) or emerging into the level (working towards the early learning goals).

Children's development levels are assessed and as the year progresses, this information is shared with parents. If a child's progress in any of the areas gives cause for concern, staff will discuss this with the child's parents/carers to agree how to support their child.

## **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 to attend a parents' induction evening, in which they are provided information about the Foundation year and is also a useful time for parents to talk about their child, beginning the home school partnership. The child is also invited to a 'Meet the Teacher Day' where their child will spend half a day getting to know their teacher and using the continuous provision. This provides a valuable opportunity for teachers to get to know the new cohort of children and makes transition to school a less daunting process when the academic year begins.

Throughout the year, there are regular opportunities for parents to become involved in school activities such as attending special events, assemblies or volunteering. We also support parents by

holding phonics, writing and maths training evenings. We welcome, encourage and value positive relationship we have with parents.

## **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. 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.

## **Appendix 1**

### **Communication and Language**

#### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Personal, Social and Emotional Development**

#### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

### **Physical Development**

#### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### **ELG: Fine Motor Skills**

Children at the expected level of development will

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

### **Literacy**

#### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

### **Mathematics**

#### **ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5.

-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### **Understanding the World**

#### **ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### **ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Expressive Arts and Design**

#### **ELG: Creating with Materials**

Children at the expected level of development will

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

#### **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.