



## **Policy Statement for the Early Years Foundation Stage**

**Reviewed September 2020**

### **Introduction**

The policy for the Early Years Foundation Stage (EYFS) outlines the purpose, nature and management of the Foundation Stage at Old Church Primary School. Further details can be found in the scheme of work and or policy and procedures for this area.

The policy for the Foundation Stage reflects the consensus of opinion of the whole staff and has full agreement of the Governors Curriculum Committee. A policy review will take place annually and only when there are changes resulting in policy amendments, will the policy be taken to the committee for review and ratification.

The implementation of this policy is the responsibility of all teaching staff.

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Old Church Primary School we have a morning nursery for 26 children, including a small amount of 30 hour funded places. We also have 3 Reception classes consisting of 60 children. There are four qualified teachers, one Level 3 Teaching Assistant and two Level 2 Teaching Assistants who work within the unit.

### **Aims**

At Old Church Primary School our practice and teaching is underpinned by the school focus of 'We will encourage and help one another'. In the Early Years Foundation Stage we ensure all children feel valued at school, have equal opportunities to achieve their potential and develop positive relationships with both adults and children. The four school values provide a foundation for this. We teach children to respect each other and the wider community, take responsibility for their learning and development and to develop resilience throughout their education and for further life. Relationships children develop in school are central to this; we ensure children have opportunities to foster worthwhile relationships with all.

In the EYFS area we believe that play is the key to effective learning and development. During play children are engaged, excited and motivated to take part in activities. They are confident to use new resources, interact with others and apply new skills. It also provides them with opportunities to investigate, discover and further their understanding in a safe and secure way. Through a playful, focused and tailored approach to teaching and learning, we plan to ensure children have opportunities to develop the following skills and attributes:

- Positive attitudes and dispositions towards learning
- Social skills and emotional well being
- Attention skills and persistence
- Language and verbal communication skills
- Listening and comprehension skills
- Cultural diversity and respect

The Foundation Stage is the area of education upon which young children build the rest of their lives. At Old Church Primary school we value this and place great importance upon providing every child with the best possible start.

## **Curriculum**

The Early Years Foundation Stage curriculum (updated September 2017) is for children in our Nursery and Reception classes. This is a distinct Key Stage for children from birth to 5 years – the end of Reception. Each area of learning is important and cannot be seen in isolation as they all are connected. The three prime areas provide a secure foundation for children's learning and are focused on throughout both Nursery and Reception. Reaching the early learning goals in the prime areas, literacy and mathematics provides children with a good level of development (GLD) at the end of Reception.

**The Foundation Stage curriculum** is organised in to **seven areas of learning**:

**Prime areas are:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

**Specific Areas are:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas of learning form a basis for the development of the National Curriculum and the expectation is for most children to achieve most of the Early Learning Goals by the end of the Reception Year.

These are underpinned by the 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 to do things

### **Entitlement and curriculum provision**

All children will have access to a broad range of relevant, rich, diverse opportunities and experiences which are planned in line with the Foundation Stage curriculum and working towards the Early Learning Goals. The government curriculum guidance will be followed fully in the Foundation Stage. The set of principles set out in the document is accepted. It is agreed that the principles underpin young children's learning.

### **Organisation of the Learning Environment and Resources**

The learning environment indoors and outdoors will be planned effectively to meet the requirements of all areas of learning. Children will have the opportunity to use all areas of the environment at different parts of the day. These are resourced with an agreed list of continuous provision resources and equipment. The enhanced provision planning highlights when new or different resources are introduced to these areas, to develop new skills and ways of thinking. The indoor area will provide a range of opportunities, including:

- Writing area: A range of writing resources, including different pencils, crayons, felt tips, pens with a variety of paper, card, envelopes and clipboards to use. These are easily moved around the classroom, to ensure children have access to writing resources throughout their day.
- Reading area: Different fiction and non-fiction books, puppets, comfortable and attractive sitting area to enjoy a range of books. These are adapted to suit needs, interests and to link to the focus books we are learning about in class.
- Mathematics trolley which is transportable so children can use them throughout their play. These include, measuring resources, counting objects, timers, numbers and number books.
- In the creative area: water/sand opportunities, paint, clay, play dough, shaving foam, junk modelling with boxes, stencils, gluing, sticking and cutting opportunities.
- In the Sensory area: a secure base for children to regulate their emotions if needed or to have the opportunity to enjoy a quiet space, with a range of sensory resources.
- Access to ICT equipment including computers, iPads, cameras, a lightbox and recordable devices.
- In addition there are further resources and equipment available:
  - Construction resources, including small and large resources, wooden blocks and problem solving equipment.
  - Small world opportunities including figures, buildings, cars and fantasy resources.
  - Jigsaws and turn taking games.
  - Role play resources, such as hats, props and costumes.

In the outdoor area the resources are organised on trolleys which have a range of resources for children to access. These include a book trolley, maths trolley, musical instruments and physical development trolley. In addition there is access to water resources, small world resources; role play sheds, writing shed and large construction equipment. Children have access to a large purpose built area with two climbing frames and an inner covered courtyard area. They also have opportunity to take part in forest school sessions throughout the year in the wildlife area.

All areas will be suitably resourced so that children are encouraged to use them in a purposeful and challenging way with or without the presence of an adult. Resources are organised in such a way that children will be able to make informed choices, select independently what they need and take responsibility for clearing away.

Children will be able to relate personally to resources so that they reflect the children's varied home and community experiences, reflect the multi-cultural nature of their country and avoid gender stereotyping.

## **Inclusion**

Planning will meet the needs of both boys and girls, children with special educational needs, children with disabilities and children from all social, cultural, linguistic and religious backgrounds.

It is the school's intention to provide:

- a safe and secure learning environment in which all children are valued
- a wide range of opportunities to motivate, support, develop and challenge all pupils
- planned opportunities that build on and extend children's knowledge

Staff work closely with the SENCO and outside agencies to ensure all children are provided with a broad and balanced curriculum which supports their needs. Additional staff are used where necessary to support children in small groups and 1-1.

## **Planning**

### **Long Term/Medium Term**

This is based on the EYFS Foundation Stage statements within the curriculum. The long term plan takes the form of a curriculum map for the year and an overview for each term. Key chosen texts form the foundation for the planning; ensuring traditional tales are focused upon each term. The texts are chosen to excite and interest children, while providing them with essential opportunities to develop their communication and language skills. This is subject to change, dependent upon children's needs and interests. These topics provide children with opportunities to develop their skills and learning across the curriculum.

### **Short term**

Each week objective led planning is implemented focusing upon planned activities with teacher support. Objectives are chosen which link closely to children's next steps and provide challenge. There is also focused planning for discrete mathematics and phonic sessions. In addition, enhanced provision planning is completed ensuring independent activities provide interest, motive and challenge all children.

Phonics is taught using a bespoke scheme for Old Church Primary School which follows the sequence in Letters and Sounds. The Kinetic Letters Scheme is also implemented for handwriting, focusing upon control, body strength and letter formation. Both schemes have been used to create a sequence of teaching, showing progression of skills and the overview of learning in EYFS.

## **Assessment**

A range of assessment strategies are used to ensure that the next steps in each child's learning are appropriately planned in order to help children to progress. Assessment opportunities will be identified in planning. The assessment strategies include:

- A learning journey is completed for each child in the Foundation Stage; this begins in nursery and continues into reception. This contains children's work, photographs and

observations. Children also have an assessment folder which contains evidence of termly assessments and data.

- An entry profile is completed on each child's entry to Nursery and/or Reception, formed of assessments/observations/pieces of work which provide an overview of a child's attainment and interests on entry. In addition, we complete a Wellcomm language screening assessment; this is used throughout the year if appropriate.
- Skilful and well planned observations for children are completed using the EvidenceMe observation app. These inform objective led planning and children's next steps.
- Little sid profile is updated four times a year giving updated judgements for each child in order to track progress. These are reported as emerging, developing or secure in each stage. We also use the Phonic Tracker to assess progress in phonics. This is continued in Key Stage 1.
- Working in partnership with parents: On entry each parent is give an all about me document and school booklet to complete. Throughout the year parents are also given opportunities to send in achievements at home which contribute to the learning journal. Children also have a home learning book which will be sent home at different points with activities for children to complete with their parents.
- Children have individual busy books which are for independent child initiated activities. Staff look at these at different stages throughout the term.
- The Early Years Foundation Stage Profile will be completed for each child by the end of the Foundation Stage in line with government policy, these are shared with parents. At the end of each year a school report is also completed for each child.

## **Parental Partnership**

Old Church is an 'open' school where the school/home partnership is regarded as a vital element in the education process .Parents are encouraged to become involved in their child's education at the earliest opportunity.

We use the Marvellous Me app, so positive experiences, badges and what the children have been learning about can be shared with parents.

In addition they are invited into school more formally for Parent Evenings and meetings about topics such as:

- Come and see afternoons
- Christmas productions
- A range of workshops and activities with their child

## **Leadership and management**

Priorities relating to the Foundation Stage will be identified in the school development plan and EYFS action plan. Management roles and responsibilities will be reviewed in line with performance management procedures.

## **Admissions Policy**

Children are generally admitted to Nursery during the first half term of the school year as explained in the school prospectus. If places are available, there may be a January and/or April intake. The school follows the admissions policy as laid down by the Local Education Authority.

## **Induction**

The Head Teacher and the Foundation stage staff meet with parents during the term before their child is admitted to Nursery or Reception. At this meeting the school's Foundation Stage policy and the way in which the school day is structured is explained. Parents receive copies of the introduction booklet, admissions booklet and photograph booklet for children.

An opportunity is then given for parents to bring their child into school to meet the staff and become familiar with the environment. Home visits by Nursery staff are made if parents are in agreement.