



Early Years and Foundation Stage Policy 2017 - 2018

Last reviewed Spring 2018

**This policy should be read in conjunction
with the following policies:**

Staff Code of Conduct, Assessment, Recording & Reporting, Anti-Bullying, Child Protection & Safeguarding, Equality Information & Objectives, Confidentiality, Induction, Behaviour, Health & Safety, Teaching & Learning, Whistleblowing, Positive Handling and Complaints

Reviewed by: Mrs H Johnson, Spring 2018

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1. INTRODUCTION

St Nicholas is a small school, with a big heart and a love for learning. Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At St Nicholas Primary we believe in nothing but the best!

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Foundation Stage comprises of 1 Reception class.

EYFS Staff:

Mrs Johnson – Foundation Stage Coordinator and Child Protection Coordinator

Mrs Grady (Foundation Stage Teacher)

Mrs Job (Senior Achievement Support Officer)

Mrs Ashman (Achievement Support Assistant)

At times the Foundation Stage will have visiting student teachers and Nursery Nurse students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate.

The Foundation Stage staff work as part of a team and we work as a unit, children will have opportunities to work together during free flow times, accessing continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. Children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

2. EYFS AREAS OF LEARNING

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 (3 Prime and 4 Specific) which are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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.

3. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. 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. Children are enabled to become confident and develop a positive self-image

4. 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.

5. COMMUNICATION AND LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is a key focus. We 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 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 and saying rhymes and singing songs together.

6. 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 pre-writing work encourages correct pencil control, left/right orientation and cursive 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 they are given many opportunities to listen to stories told by the staff.

7. MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and 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. 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. The children have a daily Little Big Maths session which focuses on Number.

8. UNDERSTANDING THE WORLD.

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will 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.

9. 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, movement, 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. At various times during the year children are given the opportunity to participate in school productions and assemblies.

10. OUTSIDE

We have an outside learning space which children have access to each day. We have all weather clothing available so children are protected and there are no barriers to learning. 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.

We will;

- Use the outdoor space as a natural resource for learning.
- Include the outdoor area when planning for continuous provision.
- Include children when planning for learning outdoors.
- Provide the opportunity for children to access the outdoor area on a daily basis.
- Ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.
- Ensure the outdoors offers children the opportunity to develop their gross motor skills.
- Encourage the children to respect the outdoor environment and care for living things.
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors. Give children the opportunity to work alone or in collaboration with peers or adults.
- Teach the children to use tools safely and appropriately.

Method:

- We will audit our provision and develop an action plan.
- We will work together as a team to plan for learning.
- We will include the children in the planning process by observing them and asking them what they would like to do outdoors.
- We will take time to track areas on a regular basis to monitor use and effectiveness of the provision. We will enhance and/or change provision when necessary.
- We will provide access to suitable clothing for both children and adults in the EYFS in cases of extreme weather conditions and for when they are doing specific messy/wet activities.
- We will conduct a risk assessment each day ensuring the area and resources are safe.
- All staff will be mindful of safety whilst outdoors and if they feel safety is compromised in any way they must report it to the EYFS manager.
- We will ensure that there is a first aider available and an adequate first-aid kit to hand in the case of an accident.

11. ASSESSMENT OF CHILDREN

As each child enters the Foundation Stage we use our professional judgement to assess the age band children are working ‘within’ across the EYFS 17 areas of learning. Within 6 weeks of the child starting they will be given a ‘baseline’ assessment.

Expected Standards for Foundation Stage are;

40-60 months = In-line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children’s learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPADs, using the Tapestry program.

Assessment Cycle:

Baseline - Within 6 weeks of the child’s start date

October

March

June

Summative data

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

Parents are included in their child’s learning journey via Homework, Notice boards and the Website. Parents are also able to view their child’s Learning Journey on request. We have 2 formal Parents’ Evenings in the Autumn and Spring term. School reports are given out at the end of the year.

12. PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children’s individual record books and on the school website and twitter page (Children who are ‘looked after’ will not have their photograph put on the website or any public flyers etc.)

13. PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with an invitation to visit the school and meet their child’s teacher. Parents’ consultation meetings are held in the Autumn and Spring 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 or Foundation Stage Manager or the Head teacher. Parents are kept informed of all happenings in the school by regular newsletters. The Parents are informed via notices on the windows, a designated parents' board and by regular newsletters. Parents are invited to various assemblies and functions throughout the year.

14. SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

15. EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Gifted, Talented and Able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

16. SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Foundation Stage onwards. Should a child have any special need the parent will be informed as early as possible in the school year. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child.

17. HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. A designated member of the Foundation Stage staff has had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before and after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

18. 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 note of this is kept in the kitchen area and all adults involved are informed.

19. MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers, Piriton, epi-pens in the class area so everyone is aware of the individual needs.

20. SNACK TIMES

We see snack time as a social event, a time where the children enjoy a drink of milk, piece of fruit and/or a light snack together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves.

21. MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed every 2 years unless changes are made to the EYFS framework or other procedures and will evolve to incorporate the views of all staff concerned.