



Early Years' & Foundation Stage Policy

Doc reference:	Issue:	Pages:	Author:	Status:
CP/0003	2	6	Joanne Garside	Approved

Approved:

Date:

Reviewed: (Signatures)

June
2017

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Document history

Issue 1:

Issue 2:

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Introduction

This policy refers to the provision of education for children within the Early Years' Foundation Stage (EYFS). It will apply for a minimum of three terms in the Nursery and a guaranteed three terms in the Reception class. The EYFS is a discrete stage of learning.

1 Aims

The EYFS aims to provide:

- Quality and consistency in all early years' settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children."

(Department for Education, 2012)

The curriculum of the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's:

Personal, social and emotional wellbeing
Communication, language and literacy
Reading and writing
Problem solving, reasoning and number
Knowledge and understanding of the world
Physical development
Creative development

2 Teaching and learning.

"It is crucial to their future success that children's earliest experiences help to build a secure foundation for learning throughout their school years and beyond. Practitioners must be sensitive to the individual development of each child to ensure that the activities they undertake are suitable for the stage that they have reached. Children need to be stretched, but not pushed beyond their capabilities, so that they can continue to enjoy learning."

(The Early Years Foundation Stage Statutory Framework p10)

We aim to provide a secure and welcoming environment where children, parents/carers can feel comfortable in the knowledge that their needs will be met.

- We aim to provide a challenging, exciting environment where the children can grow and develop in all areas.

- We aim to provide a broad, balanced curriculum based on first hand experience with context embedded.
- We aim to involve parents/carers in their child's education, at whatever level of support they are reasonably able to offer, because we know that this is a well documented essential to the child's progress in school.
- We aim to provide experiences, which encourage all children to develop to their full potential.

3 Principles of the Early Years Foundation Stage

A unique child:

- Every child is a unique, competent learner
- Children develop in individual ways and at varying rates
- Children's attitudes are fluid and can be influenced by others.

Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

Learning and development:

- Hollingworth Primary School is organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time.
- The setting is designed to enable children to learn and play independently.

4 The learning environment and outdoor spaces

The Foundation stage unit is large with access to cloakroom and toilets. We have a secure outdoor play area. The layout of the unit is designed to encourage children to make choices and develop independence in a safe environment. Equipment and resources are well organised and accessible and can be located and used independently by children. The large unit allows children the space they need to participate in various activities whilst encouraging them to initiate their own learning. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences. Children have free access to the indoor and outdoor area. The use of the outdoor play areas are planned for and children have regular opportunities to ride bikes in the school playground as well as enjoying the garden area.

5 Planning, learning and development.

The Foundation stage unit has a full time class teacher, and full time teaching assistant for Reception and a part-time teacher and teaching assistant for Nursery. As a team the Practitioners plan throughout the learning environment to help all of the children develop in all areas of learning.

The “prime” areas of learning and development are:

- Communication and language (CL)
- Physical development (PD)
- Personal, social and emotional development (PSED)

The “specific” areas of learning and development are:

- Literacy (L)
- Mathematics (M)
- Understanding of the world (UW)
- Expressive arts and design (EAD)

Learning and development is implemented through a mix of adult-led and child-initiated activity and play. We plan children’s activities to reflect their interests and support them in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:

- Playing and exploring
- Active learning
- Creative and critical thinking

Based on the four principles of the ‘Early Years’ Foundation Stage Statutory framework’, (A Unique child, positive Relationships, Enabling Environments, Learning and Development) Reference: DFE-00169-201 planning is carefully structured to provide rich, varied and stimulating experiences. We have a curriculum that is flexible enough to allow for unexpected and unforeseen opportunities for children’s learning that arise from everyday situations. We have a structured 2 year rolling programme of themes to deliver the seven areas of learning. (PSED, CLL, PD, L, M, UW, EAD.) Topics have been organised to take into account the changing seasons.

YEAR 1	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
SEASONS	AUTUMN		WINTER		SUMMER	
THEMES	Ourselves	Celebrations and festivals	Toys	The world around us	Minibeasts	Transport
RE	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about the world and why?
SEALS	New Beginnings	Getting on and falling out; Say no to bullying	Going for goals	Good to be me	Relationships	Changes

YEAR 2	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
SEASONS	AUTUMN		WINTER		SUMMER	
THEMES	Ourselves	Night and day	People who help us	The world around us. Growth and new life.	Animals	Special places
RE	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about the world and why?
SEALS	New Beginnings	Getting on and falling out Say no to bullying	Going for goals	Good to be me	Relationships	Changes

Planning includes long term, continuous, ongoing provision, for example: computer area, water area, workstation etc. Detailed learning opportunities are displayed in each area to inform good practice.

The planned curriculum is based on the ‘Early Years’ Foundation Stage Guidance’ but allows flexibility to include the children’s own interests. Plans incorporate provision for Special Educational needs and multicultural experiences. The planning offers support and continuity of learning and are developmentally appropriate, differentiating between children’s abilities and understanding to cater for the needs of every child. Planning recognises the importance of child initiated learning, together with adult initiated learning. Short term plans allow room for change based on ongoing observations.

We recognise that Parents/Carers are the child's first educators and aim to work in partnership with them to include the children's learning at home. Parents/ Carers are provided with topic letters (also displayed on the school website) which inform them about the topics we are covering each half term and any relevant news. Parents/Carers are invited to share their child's learning journey whenever they want to.

6 Assessment, Recording and Reporting

Early Years staff offer home visits to families in the term preceding the start date. This allows us to form positive relationships with families and provides us with information about each child's interests. An on entry record booklet is completed with each child in the first 4 weeks of entry to our Early Years unit. The information in conjunction with observations and knowledge about the child is then transferred on to our Early Years' tracker.

Assessment is conducted through observations and through Practitioner knowledge. Children's achievements, interests and learning styles are systematically observed and recorded by all staff. All Practitioners work alongside one another with the Early Years' teacher to ensure a consistent and moderated approach to assessment. The observations cover all aspects of development and are used to identify learning priorities and plan relevant learning experiences. These observations are available to share with children and parents/carers at any time and are stored in individual record files. Information may take the form of:

- Focused assessment sheets
- On going skills assessments in provision areas
- Planned observation
- Spontaneous observation
- Photos
- Information from home (records)
- Contact with parents/carers
- Home school logs
- Termly reflections and discussions with parents/carers.

Children's progress is recorded on the tracker at one entry point, and in December, March and July. All of this information is used to further inform planning and provision and track children's progress. The tracker enables us to clearly show the progress that children have made whilst in the EYFS.

At the end of the Reception year children are assessed using the EY profile. EYFS Data is sent to the LA for analysis and a meeting is held with the year 1 teacher to discuss transition arrangements.

7 Parent/Carer meetings

Meetings are held in October, March and July to discuss a child's progress. Meetings are organised with the Reception or Nursery practitioners depending on the age of the child. Parent/ carers have the opportunity to request a meeting with their child's key worker at any time.

8 Read, Write, Inc.

The Ruth Miskin 'Read, write, inc' programme is used throughout the school to teach phonics. Please refer to our Phonics policy.