



Chillerton & Rookley Primary School

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Early Years Foundation Stage Policy

January 2020

Signed

Headteacher

Date:

20.1.2020

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Signed

Chair of Governors

Date:

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Staff Responsibility	N Tombleson
Governor responsibility	Kate Green

Early Years Foundation Stage Policy

Introduction

At Chillerton and Rookley Primary School we are committed to providing a high quality Early Years education which gives children a secure and confident start to their school life and nurtures a life-long love of learning.

Aims and Purpose

We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework outlined in the revised documentation (2017) that clearly states – ‘ Every child deserves the best possible start in life ... 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.’ When parents choose Chillerton and Rookley Primary School we want them to be confident that we will keep their children safe and help them to thrive.

The overarching aim of the Early Years Foundation Stage (EYFS) is to help young children grow and develop by teaching them to stay safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being by:

- setting the standards – at Chillerton and Rookley Primary School we aim to deliver individualised learning, development and care that enhances the development of the children. Children will be supported to make progress at their own pace.
- providing for equality of opportunity – at Chillerton and Rookley Primary School we endeavour to ensure positive attitudes to diversity and difference so that every child is included and not disadvantaged. We want our children to learn from the earliest age to develop British values and to value diversity in others and grow up able to make a positive contribution.
- creating the framework for partnership- at Chillerton and Rookley Primary we are committed to working with parents and other agencies to ensure the best possible outcomes for our children.
- improving quality and consistency- at Chillerton and Rookley Primary School we are committed to ensuring that we adhere to the universal set of standards, which apply to all early years settings.
- laying a secure foundation for future learning- at Chillerton and Rookley Primary School we recognise that children’s earliest experiences help to build the foundations for life-long learning. Staff will be sensitive to the development of individuals to ensure that the activities and experiences offered match their stages of development. Parents/Carers as Partners Parents/carers are the children’s first educators; we are committed to working in close partnership with them in order to enable each child to achieve their potential. We seek to maintain an effective partnership between home and school by:

- Demonstrating that we value and respect the role of the parents/carers as the first educators by listening to accounts of their child's development and any concerns and aspirations they have.
- Ensuring that parents/carers are provided with information prior to admissions enabling them to feel confident about the transition process.
- Ensuring arrangements for settling in are flexible enough to give time for children to become secure and for practitioners and parents to discuss children's circumstances, interests, skills and needs.
- Demonstrating that we value linguistic diversity and provide opportunities for children to develop and use their home language in play and learning.
- Welcoming parents/carers into the setting to support and enrich the learning opportunities provided.
- Ensuring parents/carers are informed about the curriculum and school life through regular newsletters, curriculum outlines, termly opportunities for more formal discussions as well as informal opportunities.
- Sharing information regarding a child's progress and achievements and how parents/carers can support the next stage of learning.

The Early Years Foundation Stage Framework

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the end of their Reception year. They are organised into seven areas of learning. There are three prime areas and four specific areas. Although the prime areas are initially given more focus, the delivery becomes equal as they progress through the Foundation Stage. All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. The statutory early learning goals outline the expectations for most children to reach by the end of the EYFS. By the end of the EYFS, some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language.

Characteristics of Effective Learning

We work on developing and embedding these characteristics in all areas of children's 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 ways to do things

Prime Areas

Personal, Social and Emotional Development

The children will be provided with experiences and support, which will help them to develop a positive sense of themselves and of others, respect for others, social skills and a positive disposition to learn. We provide opportunities to support children's emotional well-being helping them to know themselves and what they can do is a high priority.

Communication and Language

This area of learning includes listening and attention, understanding and speaking in a variety of situations and for different purposes. The development and use of communication and language is at the heart of young children's learning. The children will be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes. Children are supported in developing the confidence and disposition to do so.

Physical Development

This area of learning is about improving skills of co-ordination, control, manipulation and movement. Physical development also importantly helps children gain confidence in what they can do and enables them to feel the positive effects of being healthy and active. Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive.

Specific Areas

Literacy

Children are supported in learning to read and write, engaging with a wide range of books, reading simple texts and writing for a variety of purposes. Children will be taught phonic strategies to support them in their literacy. We will endeavour to promote a love of reading through providing an environment rich in print and possibilities for communication.

Mathematics

The children will be supported in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their developing understanding. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Experiencing concepts in practical situations and linking experiences to everyday life is crucial in the early stages of development. The children will be provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

Understanding of the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, R.E., history, geography and information and communication technology. Their learning will be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations, undertake practical 'experiments', work with a range of materials and the use of IT in the classroom environment.

Expressive Art and Design

Imagination is fundamental to successful learning. Being imaginative enables children to make connections between one area of learning and another and so extend their understanding. They will be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

Learning through Play

Well-planned play, both indoors and outdoors, provides key opportunities for young children to learn with enjoyment and challenge. We recognise the importance of the adult support and secure environment in the role of effective play.

Effective play opportunities involve:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activity
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play

The secure environment and adult support in play enables children to:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practice and build up ideas, concepts and skills
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings
- Take risks, make and learn from mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled and safe environments.

Observation, Assessment and Planning

All planning starts with observing children in order to understand and consider their current interests, development, and learning. Planning always follows the same pattern – observe, analyse and use what we have found out about the children in the group so we can plan for the next steps in their learning. The planning in the Early Years Foundation Stage is designed to encourage all children to achieve the early learning goals within their foundation stage, providing the building blocks for the children to progress. A whole team approach to planning provides greater coherence and progression in the teaching and learning in the Early Years Foundation Stage.

Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending children's knowledge, experiences interests and skills.
- Provide a wide range of well planned, purposeful, challenging activities that utilise the children's interests and previous knowledge
- Support and develop children's involvement and concentration in order for them to learn effectively
- Present activities in many ways and use a range of teaching strategies
- Develop self-esteem and confidence in their ability to learn
- Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- Monitor children's progress, identifying areas of concern and taking action to provide support.
- Give opportunities for self-assessment and reflection

Assessment and Recording

Ongoing assessment is an integral part of the learning and development process. Assessments are based on the staff observations of what children are doing in their day-to-day activities. Accounts of information provided by parents and other settings are valued.

Staff will:

- make systematic/spontaneous observations and assessments of each child's achievements, interests and learning styles;
- use these observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child;
- match their observations to the expectations of the Tapestry and the Early Learning Goals

We use Tapestry and Early Learning Goals to assess the children and measure progress. They help staff plot the individual progress of each child as they grow and develop. As the child progresses through the Preschool and School, the staff will make judgments based on their observations of the child in all seven areas of learning. At the end of Reception children are assessed against the 17 Early Learning Goals. All Reception and Preschool children attending Chillerton and Rookley Primary School have a personal, on-line Learning Journal which records photos, observations and comments in line with the Early Years Foundation Stage, to build up a record of children's experiences. We use Tapestry with each child's account having its own database and secure code. This allows parents to add to their child's Learning Journal, adding photos and comments or commenting on observations made by staff. During the year there are formal and informal opportunities to feedback information to parents. Parents/Carers are vital partners in the assessment process. Towards the end of the academic year in Reception and for children starting school in September a written report covering the seven areas of learning and the characteristics of learning will be given to parents/carers. A copy of the final report is also passed to the child's next teacher.

Transitions

For transition between Pre-School and Reception

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date. We endeavour to build new relationships with pre-school children that are new to our school. To ensure the best possible transition we:-

- offer weekly 'stay and play' sessions for pre-school children alongside Reception to develop relationships with staff and children.
- Transition days for the whole class to come together and be in the Reception environment
- visit as many pre-schools/nurseries as possible to meet children in a familiar setting
- hold a parents meeting to share important information about our school during new-parents (July)
- use written information sent by pre-schools/nurseries to inform early planning
- hold home visits where we get to meet the children and families in their own environments to build relationships
- share information in a transition meeting with key adults for all children
- meet with every parent and child before beginning school to share important information from home and school

For transition between Reception and Year 1

- Reception teacher plans for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- Reception and Year 1 share a classroom all year
- Reception children mix other pupils at lunch times
- an EYFS Profile/Characteristics of Effective Learning is passed on to the Year 1 teacher
- Reception/Year 1 teacher attends the course for continuing the learning journey

Admissions

Please see Local Authority booklet for the admissions arrangements for this academic year. Ref: Statutory Framework for the Early Years Foundation Stage 2017