

# Orleans Primary School

## Early Years Foundation Stage Policy



Governors committee responsible	
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Signature Head teacher:

Date:

Signature Chair of Q&S Committee:

Date:

# **Early Year Foundation Stage Policy**

## **Introduction**

*“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (Statutory Framework for the Early Year Foundation Stage 2014)*

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school some children start in Nursery in the September after their third birthday and others start in Reception in the September after their fourth birthday.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **A Unique Child**

At Orleans Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

## **Inclusion**

We value the diversity of individuals within the school. All children at Orleans Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. In the Foundation Stage we set realistic and 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.

## **Positive Relationships**

At Orleans Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **Parents/carers as Partners**

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers about their child before their child starts in our school.
- Offering both parents/carers and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents/carers with any queries.
- Sharing regularly the children's 'Learning' with parents/carers and valuing the ongoing contributions to this from parents/carers.
- Offering two parent/carer/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Nursery and/or Reception.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents/carers.
- Providing an induction meeting for Reception parents / carers to meet with staff to discuss school routines, expectations and to answer any questions parents / carers may have.
- Publishing a weekly overview detailing the learning for the week and ideas to carry out at home.
- Parents are invited to a range of activities throughout the school year such as assemblies, Christmas productions and sports day etc.
- Parent opportunities to volunteer and assist with the children's learning e.g. keywords / reading /mystery reader.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have very strong links with various feeder Pre-schools and Childminders and take a lead role in the local preschool network. The Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

## **Intent**

We aim to support the pupils in becoming independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Orleans Primary School we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The Early Years education we offer aims for each child to:

- Feel valued as an individual
- Be happy, enthusiastic and confident individuals
- Develop into independent, curious, creative and resilient learners
- Be courageous and take risks, challenging themselves and each other
- Know they have a voice, feel heard and that they can make a difference
- Be able to identify and communicate their own needs and feelings
- *Respect themselves, each other and the environment*
- *Be lifelong learners with 'a love of learning, for life, for all'*

***EYFS vision (created by EYFS staff April 2015)***

## **Implementation**

### **The Learning Environment**

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. We aim for excellence providing stimulating learning environments where pupils are immersed in learning.

There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

We build on what the children already know and can do, enabling children to make good progress throughout their time within the Early Years.

### **Teaching and Learning**

The features of effective teaching and learning in our school are defined in our Teaching and Learning Policy. They apply to Teaching and Learning within the foundation stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The key teaching strategies we use are communication and language, developing self-confidence and resilience developing a positive growth mind-set. These stem from the prime areas as outlined in the development matters.

Through these strategies children's personal, emotional and social skills will develop positive dispositions such as empathy at an early age, so enabling them to understand their identity, form relationships and become effective members of society.

Communication and language stems from continuing concerns about the many children who currently lack communication skills appropriate to their age and the difficulties that flow from this problem, including difficulties in reading and writing skills, limited concentration and listening abilities and behaviour.

The inclusion of physical development as a prime area also stems from the recognition that physical skills are important to children's self-confidence as well as leading to the development of many essential skills, such as balancing, climbing and, eventually, page-turning or holding a pencil. Also, it is only through exercise

and eating well in early life that children learn to take of themselves and learn the habits for a healthy lifestyle.

### **Outcome**

The Nursery and Reception classes follow the curriculum as outlined in the Early Years Foundation Stage document, which is available via the link on our school website or to download at [www.gov.uk](http://www.gov.uk) This clearly defines what we teach.

The EYFS Framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive, they support children's learning in other areas and are known as the Prime Areas.

Prime Areas:

- **Personal, Social and Emotional Development** – Making relationships, Managing Feelings and behaviour, Self-Confidence and Self-Awareness
- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Self care

The curriculum will also support children in a further four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding of the world** – People and Communities, The World and Technology
- **Expressive arts and design** – Exploring and using media and materials and Being Imaginative

The EYFSP highlights the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

**Playing and Exploring** – children investigate and experience and 'have a go'

**Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We deliver learning for all of the curriculum areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Learning through play is a very important part of our Early Years Classrooms. Teachers also carefully plan adult led experiences for children in the form of structured adult led teaching and adult led group activities. The Reception classes also go on visits and trips during the year to enhance the learning through first hand experiences.

### **Observation, Assessment and Planning**

Foundation Stage staff use the Development matters framework as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. This fostering of the children's interests develops a high level of motivation for the children's learning.

At the start of the autumn term we use a baseline assessment system to assess the starting points for pupils which will be used to measure the progress pupils have made from the starting point in Reception to the end of Year 2 and then to the end of Year 6. From this point we make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations. In addition to these observations the children are tracked through an online journal called tapestry. Whereby parents can observe their child's progress throughout the year and contribute to the journal with any learning done at home. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

### **Transition**

Transition between year groups is planned carefully to support children with moving year groups and to ensure that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to a Reception parents meeting in the summer term to meet their child's new teachers and other key staff and learn more about the expectation of coming into reception. This is an opportunity for staff to:

- Discuss the aims of the Reception curriculum
- Share expectations
- ELG and ongoing assessments

Parents are asked to sign up to 1:1 parent teacher meetings to discuss their child and share any concerns they may have.

New class sessions – The children meet their new class teacher and other children in their class during our whole school transition morning during the summer term. They will visit their new classroom, meet their new teacher and engage in a few activities both inside and outside the classroom. This means that before they join their new class the Reception environment is already a familiar place to them.

September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- Staggered start over 3 days in preparation for coming in full time on day 4
- During the second week, and thereafter, children will attend for the full school day

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in:

- Key Stage and whole school assemblies
- Sharing playtimes with the Key Stage 1 children.
- Buddies with the current Year one children

## **Behaviour**

In the early years we firmly believe that if we commit to maintaining high expectations of behaviour in all areas of school life our children's behaviour for learning will be maximized. The early years lays the foundation for this by modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, with a child-friendly and consistent approach.

The nursery have their own behaviour policy tailored to the needs and development of this age group. Whilst, reception follow the whole school behaviour policy building on behaviour instilled from their previous nursery experience.

## **Safeguarding and Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

***"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." (Statutory Framework for the Early Year Foundation Stage 2014)***

At Orleans Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Orleans Primary School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

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