

Orleans Primary School

Early Years Foundation Stage Policy



Governors committee responsible	Quality and Standards
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Review cycle	3 years
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Signature Head teacher:

Date:

Signature Chair of Q&S Committee:

Date:

Early Year Foundation Stage Policy

Early Years Vision

“In the Early Years at Orleans, our curriculum is designed to provide children with the best start in life, providing a holistic approach to learning which enables pupils to fulfil their potential.

The Curriculum we plan and the Environments we create, ensures that every child is acknowledged as a unique young person who is constantly learning.

We aim to develop resilient, self-assured, confident, strong and independent young people that foster positive relationships and are ready to take their place in the wider community.” (Orleans Primary Early Years Team, September 2021)

Introduction

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.

Treating every child as a unique individual

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.

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.

Parent and school partnership

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.

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.

Transitioning into the EYFS

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively and taking time to listen to them. We have very strong links with 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.

Transition between year groups is planned carefully to support children with moving year groups and to ensure that they settle into 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 and Nursery 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 - different schedules for Nursery intake and Reception intake
- During the second week, and thereafter, children will attend for the full school day

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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.”

(Statutory Framework for the Early Year Foundation Stage 2021)

Intent

At Orleans Primary School we will support the pupils in becoming independent and collaborative learners. We will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential by instilling the below:

- 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.

Implementation

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. Our activities are carefully planned to be developmentally possible for all children in the setting.

There are areas where the children can be active, quiet and creative. 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 exploring activities 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.

The Nursery and Reception classes follow the statutory framework as outlined in the Early Years Foundation Stage document, which is available to download at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf. This sets out the standards for learning, development and care for children from birth to five. 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.

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**
- **Communication and Language**

- **Physical Development**

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

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 lead teaching and adult led group activities in preparation for year one.

Our EYFS curriculum is enhanced further with:

- Extending learning into our outside spaces and the school grounds
- Trips around the local area and an end of year trip
- Visits from parents to share their religious beliefs
- Visits from professional such as the police / doctors and other sectors to share their experience

Inclusion

At Orleans Primary we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage.

In the EYFS we understand that each child is an individual and will progress at their own pace. Children who we deem a 'concern' in any area of learning will be supported through a range of strategies which are implemented by the classroom teacher may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;

- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- SENCo involvement if necessary

Assessment

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 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.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development or not yet reaching expected levels ('emerging')

These judgements are reported to the Borough in line with reporting and assessment requirements.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers via Tapestry.

Behaviour

In the Early Years we firmly believe that if we commit to maintaining high expectations of behavior in all areas of school life our children's behavior 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.

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 and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers." (Statutory Framework for the Early Year Foundation Stage 2021)

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. We aim to:

- 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.

Transitioning into Key stage 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

Impact

We pride ourselves on our robust curriculum that is designed to provide the children with the best possible start to their education, leaving the EYFS with a strong starting point to be 'school ready'. Our curriculum, enabling environments and direct teaching by quality adults allows our pupils to develop their knowledge and skills, in a safe environment that provides maximum inspiration.

"A love of learning, for life, for all' is not only the motto but the beating heart of this school. Parents and carers cannot praise the work of the school highly enough and say there is a real buzz here." OFSTED January 2014

Policy Reviewed September 2021

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