



# Early Years Foundation Stage Policy

## Rationale

Within this document, the term Early Years Foundation Stage is the stage which applies to children in our Reception class. At Hayeswood First School, children join us at the beginning of the school year in which they are five, although arrangements for deferred entry can be made if this is considered more appropriate for the child (compulsory schooling begins at the start of the term after a child's fifth birthday.) Key stage 1 begins for our children at the beginning of Year 1. Many children starting at Hayeswood have been to one of the pre-school settings in our community. The children joining our school will receive a well-planned and resourced curriculum to take their learning forward. Opportunities will be provided for all children to succeed and feel valued, in a caring atmosphere. Many of these aspects of learning will be brought together effectively through playing and talking.

This policy outlines the purpose, nature and management of Early Years Foundation Stage teaching and learning at Hayeswood First School. It was formulated after discussion with the teaching staff; its implementation is the responsibility of all staff.

## Aims

At Hayeswood we aim to provide the highest quality education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS, '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.'

## Approach

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

1-Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

2-Children learn to be strong and independent through **positive relationships**.

3-Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

4-**Children develop and learn in different ways and at different rates.**

## **Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and encourage them to contribute to assessment through the use of wow! stars and parent's voice bubbles.
- Plan challenging learning experiences that are informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult led and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and outdoors.

## Content

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

#### **Personal, Social and Emotional Development**

#### **Communication and Language**

#### **Physical Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

#### **Literacy**

#### **Mathematics**

#### **Understanding the World**

#### **Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We write long term and medium term plans using the EYFS profile based on a series of topics each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

The curriculum is delivered using a play-based approach as outlined by the EYFS, “Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.’

We plan a balance between children having time and space to engage in their own child-initiated activities (these sessions are called My Time to Learn) and those that are planned and led by the adults (Jobs time). During children’s play, early years’ practitioners interact to stretch and challenge children further. We create a stimulating environment to encourage children to free-flow between inside and out.

### Personal, social and Emotional Development

Through encouraging self-awareness, positive self-esteem and confidence, pupils will be encouraged to:

- Have a positive sense of themselves
- Form positive relationships;
- Respect the differences between people;
- Develop independence and responsibility;
- Manage their feelings and understand appropriate behaviour.

### Communication & Language

Children are given opportunities to talk and communicate in a widening range of situations, respond to adults and each other, listen carefully when appropriate and have opportunities to explore, enjoy and learn through a language-rich environment.

### Physical Development

Physical development in the foundation stage is about improving skills of coordination, control, manipulation and movement. It has two other very important aspects. It helps children gain confidence in what they can do and it enables them to feel the positive benefits of being healthy and active. Activities are planned to develop both fine and gross motor skills. In addition to the planned adult led and child initiated activities, we also teach two discreet Physical Education lessons a week to cover dance, games, gymnastic skills, playground and hall games. The children also take part in a daily ‘Storycise’ lesson where the children act out a story read by an adult. These sessions focus on strengthening gross motor control. Health related exercise is also highlighted as children learn about the changes that occur to their bodies as they exercise and also the short term effects exercise has on their bodies.

### Literacy

Literacy development involves encouraging children to link letters and sounds and to begin to read and write. To help teach our children literacy we use the Jolly Phonics scheme which introduces letter names and sounds through a multi-sensory approach, we use this as part of our daily ‘Letters and sounds’ phonic sessions. In addition to this, we use the Oxford Reading Tree reading scheme in a daily guided reading session. Literacy inputs are planned to include shared reading and writing. Reading books matched to a child’s ability are sent home and changed at least twice a week. We seek to offer a wide range of reading materials, including non-fiction, to develop a love of reading.

### Mathematics

Mathematical development depends on becoming confident and competent in learning and using key skills. This area of learning includes, counting, sorting, making connections, calculating, problem solving and working with numbers, shapes, space and measures. We aim to promote mathematical understanding through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers. We use a similar approach to Maths No Problem in that the children are encouraged to explore mathematical concepts using concrete materials, working very practically and beginning to develop their own ways of recording their thinking. Verbal communication and reasoning is also a priority. Planned activities aim to develop a strong understanding of number in preparation for the Y1 Maths No Problem programme.

### Understanding of the World

Everything covered in this area will form the foundation for later work in science, religious education, history, geography and information and communication technology. In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world.

### Expressive arts and design

This area of learning includes art, music, dance, role-play and imaginative play. In art activities the children will have the opportunity to experiment with a variety of media and to learn about specific skills and techniques. The range includes painting, drawing, sculpture, printing, textiles and clay. The children will learn about other artists and are taught the skills of appraisal and appreciation of other people's work. In music sessions, the children will be given opportunities to sing, play a variety of instruments, explore sounds, compose, perform and listen to music from a wide range of genres and cultures.

### Resources

Resources are well maintained and clearly labelled, with easy accessibility for children. Literacy and numeracy resources can be found in green labelled drawers in order to let the children know that they can access these independently. Having an element of choice in this way encourages the children to become independent learners.

The class base includes:

- A large carpeted area for construction, small world, writing, maths and puzzles
- A wet area for activities such as painting, collage and modelling.
- A role play corner
- Children's toilets and cloakroom area
- An area for 2 computers and a listening station for 2 children.
- A book corner

The outside play area includes:

- A fenced area directly outside the classroom
- Storage sheds
- A playground with raised flower bed
- A writing shed
- A sand pit and water play area
- A construction area
- A mud kitchen
- A PE equipment container

### Assessment and Record Keeping

At the beginning of the Autumn term we complete baseline assessments. These informal tasks and observations enable us to find out about children's abilities. Results from this, and feedback from pre-school settings, are used to inform our planning, to track the children using development matters statements and to quickly identify special needs and targets. We make regular assessments of the children's learning through the use of ongoing short observations, narrative observations and discussion with the children. Over the course of the year we assess the children's abilities using the statements in the EYFS profile. These are updated each half term. Targets are identified for each child and staff work on helping them to achieve these. We use a system called 'Objective Led Learning' to further children's particular learning needs. The necessary focus would be targeted by an adult and encouraged through a child's current play interest. The Early Years Foundation Stage Profile is completed in June and each child's attainment level is recorded. The child's next teacher uses this information to make plans for Year 1. This information is shared with parents in the annual report in June,

which also comments on the child's progress in each of the seven areas of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

### **SEN and Equal Opportunities**

All children irrespective of gender, race, religion, disability or Special Educational Needs have equal access to learning. Activities are differentiated to meet children's individual needs.

We give all our children every opportunity to achieve their best by taking into account our children's range of life experiences when planning for their learning. We aim to provide equal access for those children with Special Educational Needs and those very able children who may require extension activities.

### **The role of the EYFS leader**

The Foundation Stage leader is responsible for:

- Overseeing the planning and assessment of the Foundation Stage in the school
- Co-ordinating the writing of a policy in conjunction with the Headteacher
- Keeping up-to-date by attending courses and feedback sessions.
- Reviewing the planning and activities termly so that relevant modifications can be made.
- Monitoring the implementation of the Statutory Framework of the EYFS and for monitoring standards
- Maintaining an action plan and liaising with the Headteacher with regard to the School Action Plan
- Updating staff about new developments in the Foundation Stage
- Monitoring resources and making purchases as necessary.

Written: March 2013

Reviewed February 2018

Due for Review: February 2020