



Settle CE Primary School

Early Years Foundation Stage Policy

“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 Years Foundation Stage”,
Department for Children, Schools and Families, 2012*

The Early Years Foundation Stage (EYFS) in our school is the period from which children begin at the age of 3 until the end of the Reception year. The EYFS is the start of every child’s educational journey in our school and is the foundation on which they build the rest of their lives. For this reason at Settle C.E. Primary School we greatly value the importance of the EYFS and want to give children the best possible start to their school career.

This policy highlights the aims, principles and strategies adopted in teaching the Early Years Foundation Stage at Settle C.E. Primary School.

Aims

The overall aim of the EYFS is to help children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. In order to meet this at Settle C.E. Primary School we aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs;
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond;
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development;
- use and value what each child can do, assessing their individual needs and helping each child to progress;
- enable choice and decision-making, fostering independence and self confidence;
- work in partnership with parents/carers and value their contributions;
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Learning and Development

At Settle C.E. Primary School we aim to provide an approach to support every child’s holistic development. We recognise that children learn and develop in different ways and have their

own learning styles. We therefore organise learning according to the seven areas of learning:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (LT)
- Mathematics (MT)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The EYFS curriculum is used to provide a structure which helps us to recognise and celebrate when children have achieved specific steps and Early Learning Goal's in the different learning areas. The PSED, CL and PD areas are the prime areas and provide the main focus when the children enter Nursery. After this time all the areas are considered with equal importance including the other specific areas. At Settle C.E. Primary School we provide planned, purposeful play opportunities to help achieve in all the areas of learning. In the EYFS play allows children to explore and develop learning experiences, which helps them to make sense of their world. Children have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. In Settle C.E. Primary School EYFS we do not make a distinction between work and play. We support children's learning through providing a balance between adult-initiated play activities, adult-supported play activities, and encouraging child-initiated play activities. This helps to support all areas of a child's development.

Planning

Effective planning is the key to making children's learning effective, exciting, varied and progressive. It is essential that we build on and extend what children know and can do. In the EYFS at Settle C.E. Primary School themes develop according to the children's experiences and interests at that time. The EYFS staff support the children's learning by providing experiences according to their interests which also cover the objectives of the EYFS curriculum. The direction in which a theme takes is guided by the children and their interests. We recognise that if children are interested and excited about a topic then the learning that takes place is likely to be more significant. Weekly experiences are planned in the short term based upon ideas from observations and interests of the children in the previous week.

Assessment, Recording and Monitoring

Assessment in the EYFS takes the form of observation and involves all the practitioners who interact with a child in the EYFS. This helps to capture every significant milestone that a child makes in their development. The format of assessment in the EYFS involves photos and observations using the online learning journal system – Tapestry. Information from parents is also encouraged through this system. Assessments carried out are recorded and stored on each child's learning journal where it is analysed and monitored against the Early Years Outcomes. This allows us to support the next steps for each individual child in order to meet their developmental and learning needs. Each child's information is collated and summarised using a summative assessment tracker at the end of each term. At the

beginning of Nursery and Reception a baseline assessment is carried out in the first six weeks using the Early Excellence Centre's system.

In the final term of the Reception year a summary is made as to a child's progress against the Early Learning Goal's and the judgements emerging, expected and exceeding are given for each ELG. This forms the EYFS profile alongside a commentary about the Characteristics of Effective Learning. This is shared with the Year 1 teacher to indicate the levels that each child has achieved.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their skills. Activities are provided both inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day.

The indoor learning environment contains a variety of different areas including: role play, book corner, writing areas, maths resources, computer, creative, playdough, workshop, sand, water, construction, small world and fine motor skills. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. The children are encouraged to access activities independently both indoors and outdoors giving them a great deal of choice.

The outdoor environment consists of four areas; playground, paddock, lawn and woodland. In the EYFS we recognise the importance for children to spend time outdoors as they have the opportunity to explore, use their senses, develop their language skills and be physically active.

Staffing and Organisation

In the EYFS at Settle C.E. Primary School we have one Reception class and one Nursery class who share the environment together. The children all have the opportunity for free-flow play indoors and outdoors. The practitioners in the EYFS all spend time in the different areas throughout the week acting as a facilitator to the children's learning. In the EYFS at Settle C.E. Primary School there is both a Nursery and Reception Teacher who work in unison. The Nursery Nurses are involved in planning, preparation and assessment through a Key Worker system. Each Key Worker has a number of children for which they complete their observations and assessment. These assessments are closely monitored by the Nursery and Reception teacher and moderations take place every half term.

Liaison with Pre-school Settings and Induction

At Settle C.E. Primary School we aim to maintain close links with local pre-school providers. Meetings take place with pre-school providers prior to new children starting the school.

During the term before a child is due to start school in September they may make visits to our EYFS setting for open sessions. Their parents/carers have the opportunity to meet the class teachers and visit the environment. The Nursery Teacher and Nursery Nurse also visit

the homes and playgroup settings of the children who are starting school. This helps to develop relationships with the children and their parents/carers.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. At Settle C.E. Primary we aim to build positive relationships with parents/carers so they can feel happy to come to talk to use if they have any concerns. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We keep parents informed on everything that is happening in the EYFS through weekly newsletters. We also encourage parents' opinions and therefore send out questionnaires so that we can gain ideas and information about their child and the education we provide.

There are drop in sessions in the Autumn and Summer Terms to allow for more formal discussions between the parents and the teachers. Parents receive a report on their child's attainment and progress at the end of the Summer Term.

Transition

We aim to keep the transitions within our school as smooth as is possible. The organisation of the environment in our EYFS means that transition for children between Nursery and Reception is very smooth. For the children moving between Reception and Year 1 the aim is to keep approaches and routines as similar as is possible. The Reception teacher and Year 1 teacher meet together to share the EYFS Profile and discuss the individual needs of the children moving up. The Reception children visit their new classroom and teacher in the Summer Term. At Settle C.E. Primary School the Year 1 children continue to enjoy practical learning experiences which gradually become more formalised towards the end of the academic year.

Equal Opportunities

At Settle C.E. Primary School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Children with special educational needs are given support as appropriate to enable them to benefit from the curriculum. This includes children who are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio. Individual Provision Maps identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The Nursery or Reception teachers discuss these targets with the child and his/her Parents/carers. Progress is monitored and reviewed every term.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Headteacher and EYFS Co-ordinator.

Amy Greenwood
(EYFS Coordinator)

Reviewed: September 2018

Next Review Date: September 2020