

Early Years Foundation Stage Policy

Morland Area C of E Primary School



This policy was written by the Early Years Co-Ordinator
Emma Williamson, October 2020.

It was agreed by the teaching staff on _____

It was agreed by the Governing Body
on_____.

'Every child deserves the best possible start in life and support to fulfil their 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.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

Aim

At Morland Area C of E Primary School we aim to provide the highest quality care and 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 encourage children to be confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child reach their potential.

We adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage April 2017, and the four guiding principles that shape the practice in Early Years settings.

These include:

- **A unique child** - We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
- **Positive Relationships** - We recognise that children learn to be strong, secure and independent through positive relationships.
- **Enabling Environments** - 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, parents and carers.
- **Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

Curriculum aims and principles

The development of children is crucial and provision in the Early Years can underpin future attitudes to learning. Considering this, the following are key aims and principles which the school and Foundation Stage Staff adhere to:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child initiated.
- Provide a secure and safe learning environment inside and outside.
- Practitioners will be working together and in partnership with parents to ensure a happy, learning environment.

Curriculum

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas'.

Prime Areas:

Personal, Social and Emotional Development: Making relationships, Managing Feelings & Behaviour, Self-Confidence & Self-Awareness.

Communication and Language: Listening & Attention, Understanding, Speaking.

Physical Development: Moving & Handling, Health & Self-Care.

Specific Areas:

The following four areas include essential skills and knowledge for children to participate successfully in society:

Literacy: Reading and Writing.

Mathematics: Numbers, Shape Space and Measure.

Understanding the World: People & Communities, the World, and Technology.

Expressive Arts and Design: Exploring & Using Media and Materials, Being Imaginative

The characteristics below underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning:

- Playing and Exploring-engagement
- Active Learning-motivation
- Creating and Thinking Critically-thinking.

Continuous Provision

At Morland Area C of E Primary School, we aim to ensure:

- a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.
- an environment that facilitates independence, curiosity and hands on play based learning.
- that Continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- staff enhance Continuous Provision through careful intervention.
- carefully chosen and organised high quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- clearly labelled resources for children to access independently.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with SEND to explore and learn in a secure

and safe space for most of the day. Children are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs (school can provide these if needed)
- Free flow arrangements so children are encouraged to follow their own interests
- Extending the learning in the classroom - so that all curriculum areas are covered
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities
- Opportunities for all

All children have opportunities to explore the outdoor learning environment through free-flow. They have the same opportunities to access the curriculum outdoors and indoors. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff.

Welfare and Safeguarding

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.

We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2017) and KCSIE 2020:

- Children enjoy daily fruit and milk (milk provided for free until child turns 5) and are encouraged to drink water throughout the day with continuous access to this
- Free school lunch is available to all Reception aged children. Pre-School children have the option of paying for a school lunch or bringing their own packed lunch.
- Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- Transition is carefully planned for the children when starting at Pre-School and also transitioning from Reception to Year 1 (see separate section on transition)
- Home visits are conducted in order for us to gather and exchange important information that will help children settle well into Class One.

Transition

Starting Pre-School

Before children start Mini Morlanders Pre-School we complete a home visit to allow them the chance to meet and get to know the class teacher and the teaching assistant. We also invite them into the classroom for shorter settling in sessions at least twice before they begin their allocated hours. We encourage parents to bring their children for a look around the setting whilst the school day is happening to allow them to see Class One in action!

From Pre-School - Reception

Our aim is to ensure children have a smooth transition from Pre-School to Reception. As the children are based in the same classroom they are very familiar with all staff and this helps

with a smooth transition into Reception life. We offer an optional staggered start for the first two weeks (week 1 - 9am-12noon, week 2 9am-1:15pm) with all children in school full time from week 3. However children can attend full-time as well. During this time lessons are focused on learning names, class rules and adapting to new routines. When the children are ready this then leads into starting phonics sessions, daily reading and maths. A transitional timetable is in place for the first half of the Autumn Term.

Reception - Year 1

We work very hard to prepare our children for Year 1 at the end of Reception, this begins in Summer Term 2. Time will be allocated to prepare the children for the more formal approach in year 1, where there is less free flow and individual choice of activities. The activities are still very practical and play based and will be adjusted to the needs and interests of the children. The outdoor space is still very much used during the transition period.

Staffing, equipment and resources

The Early Years Co-ordinator ensures that appropriate resources are provided that inspire children and support the curriculum. This is done through liaising with other Foundation Stage staff. The Foundation Stage classroom has a teaching assistant for five mornings a week in order to ensure the highest quality provision for children in the Foundation Stage.

At Morland Area C of E Primary School the Reception cohort is small (our PAN is 15) therefore the Early Years Co-ordinator and teacher is each child's key worker in Reception. The teaching assistant is the key worker for Pre-School children. Both the teacher and teaching assistant in the Foundation Stage class have paediatric first aid training.

Staff Development and support

Foundation Stage staff attend termly moderation meetings run by the Early Years Team and attend other courses they feel appropriate to help support and update current early years practice and development. The Early Years Co-ordinator also liaises with the Early Years Governor (Becky Johnson) when appropriate.

Parents as Partners

At Morland Area C of E Primary School we strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education in the following ways:

- A home visit before the child starts school.
- A visit to the classroom the term before the child starts school.
- Two parents evening, one in the Autumn term and one in the Summer term.
- Several parent workshops throughout the year including phonics and maths.
- A reading morning with parents in the autumn and summer term.
- Family assemblies once a term.
- Access to Tapestry to upload observations of their child at home.

- Story sacks to take home and engage in a love of reading with their child.

Each parent receives a newsletter from school each half term which highlights what has been happening in school and has dates for their diaries. At the end of Summer term they receive a report, the child's work books (Reception) and a downloaded copy of their Tapestry report.

Assessment

For every child starting Mini Morlanders and Reception, our practitioners will complete a baseline assessment in their first 6 weeks at the setting. At the end of Reception we use the Early Learning Goals (ELGs) to judge whether a child is 'Emerging', 'Expected', or 'Exceeding' in all 17 areas of learning.

Tapestry

We constantly assess our children through the use of Tapestry. This is an online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at home to be shared with parents, and is used as a way of showing a broader picture of a child's development. All of these observations are assessed against the ELGs and Characteristics of Effective Learning.

Aim

- To gather information that informs our understanding of a child's development and next steps
- To ensure that our children have equal access to a broad and balanced curriculum
 - To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life
- To monitor the development and progress of every child
- To assist in the monitoring, evaluation and planning of the curriculum
 - To share information with staff, parents/carers and other agencies
 - To produce written information that will be forwarded to the child's Year 1 teacher.

Organisation of activities

Child led: The classroom and outdoor area in EYFS is set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources to support them to be independent learners. This may be through using the displays in the classroom such as phonic sounds or selecting their own resources such as Numicon to support their number development. Adults in the room interact with children during these child led moments to extend and develop their learning.

Adult led: These activities cover a range of the curriculum subjects throughout the day. During the morning, English and maths focus activities take place both indoors and outdoors. These activities lead on from the whole class input and support this teaching. In the afternoon the adult led activities range from the other areas of the curriculum. This could

be an RE activity where the children create their own version of the Garden of Gethsemane, for example.

At the end of EYFS

The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS GLD is when a child achieves 'expected; within all strands within the prime areas of learning as well as all strands within literacy and maths'.

However, every child is unique. Some will exceed this expectation, while others may still be working towards it.

Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).