



**Rowanfield  
Infant School**  
Where our little gems come to shine

# **EARLY YEARS FOUNDATION STAGE POLICY**

Approved by Full Governing Body – March 2015

Signature \_\_\_\_\_

Review date: March 2016

Review Committee: Resources

Post Holder responsible: Head Teacher

## Introduction

The Early Years Foundation Stage (EYFS) extends from birth to the end of the Reception year. The EYFS is fundamental in preparing children for later schooling and life skills. The Early Learning Goals set out what is expected of most children by the end of the Reception Year.

We are mindful of children's varied past experiences when they join us. Most children joining our Early Years Foundation Stage have already learnt a great deal. Parents are central to the child's early learning and some children may already have spent time in various Early Years educational settings in our community. Our Early Years education is therefore based on the following principles:

- Our whole school Vision ; **'where our little gems come to shine'** encourages everybody to devote their efforts wholeheartedly to the happiness, safety, development and success of all pupils, ensuring our little EYFS gems really do shine
- It builds on what our children already know and can do;
- It recognises that each child is unique
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, including activities both adult-directed and Child-initiated.
- Provide opportunities for learning both indoors and outdoors;
- It provides a rich, challenging and stimulating environment.

## Learning in the new revised (2012) Early Years Foundation Stage Curriculum

There are seven areas of learning and development. All 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 three **prime areas** :

- Personal, social and emotional development
- Communication and language
- Physical development

It also states that staff will "support children in four **specific areas**, through which the three prime areas are strengthened and applied". The specific areas are:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

The guidance goes on to describe how the school delivers learning for all of these areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

### **Characteristics of learning**

Learning in the Early Years Foundation Stage is underpinned by three characteristics of learning:

#### **Playing and Exploring- engagement**

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

#### **Active Learning- motivation**

Being involved and concentrating  
Keeping on trying  
Enjoying achieving what they set out to do

#### **Creating and Thinking Critically- thinking**

Having their own ideas  
Finding ways to solve problems- making links  
Finding new ways to do things  
Checking how well their activities are going  
Changing strategy as needed  
Reviewing how well the approach worked

### **Play in the Early Years Foundation Stage**

The Children's Play Council in "The Charter for Children's Play (1998)" defines play and its benefits as follows:

'Play is an essential part of every child's life and vital to their development. It is the way in which children explore the world around them and develop and practise skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioral skills.'

At Rowanfield we believe play is central to learning and teaching in the Early Years Foundation Stage.

We aim to-

- Create a stimulating , safe environment where all children and their play experiences are valued
- Plan activities which promote enjoyment, enthusiasm and confidence and enable all children to reach their full potential.
- Create opportunities for adult-led and child-initiated activities
- Provide access to all areas of the curriculum
- Provide daily access to the outdoor environment
- Promote active learning

**We will create an environment where:**

- Indoors and outdoors are viewed as one integrated learning space; we believe “whatever we can do inside can be achieved outdoors too!”
- The space is attractive and inviting
- There are good quality resources and materials
- The equipment and environment are versatile
- The area and resources are accessible to all children
- We reflect home and community experience
- There is equal access

As practitioners we will:

- Observe play and record evidence as appropriate on post it notes, Busy Bee charts and in Learning Journeys
- Join in with play
- Extend play
- Teach skills
- Respond to individual needs
- Set and discuss next steps with children and parents/carers

**Good Practice in Reception**  
**Recent OFSTED 2014 rated EYFS as ‘Good’**

*‘Good teaching and swift support enable all children to achieve well and make good progress in most areas of learning..... A well-planned induction programme, including home visits, means that adults have a good understanding of children’s individual needs..... ‘Learning journey’ books contain a wide range of assessments and activities, and show that children make good progress over time.’*

The special features of good practice in our school that relate to the Early Years Foundation Stage are;

- The partnership between teachers, parents and other EYFS settings in the Cluster that helps our children to feel secure at school, and to develop a sense of well-being and achievement
- Smooth transitions from Nursery/Pre-school settings into reception
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children’s play, talk or other means of communication
- The carefully planned curriculum and environment that help children achieve the GLD (Good Level of development) by the end of Yr R
- The provision of activities that build on and extend their interests, and develop their physical, social and emotional abilities (Prime areas)
- The opportunity for children to communicate and talk about their learning, and to develop independence and self-management.
- Access to appropriate and accessible space, facilities and equipment, both indoors and outdoors
- Daily opportunities for outdoor learning – free flow play
- The early identification, through observations, of children’s progress and learning needs, which are regularly shared with parents and INCO
- Clear objectives and learning intentions for teaching and learning, and regular monitoring to evaluate and improve

- Regular identification of training needs for all practitioners working within the Early Years Foundation stage team.

## **Assessment**

Assessment in the Early Year's Foundation Stage takes the form of:

- Daily observations- post it notes, observation template sheets such as 'Busy Bee' both informal and formal
- Termly assessments against the Early Learning Goals using online Whole School Pupil Tracker (SPTO)
- Learning journey evidence
- Communication and Language and Mathematics learning evidence
- Photographs
- Regular in house and Cluster group Moderation. Latest Moderation date- April 2015

We make judgments as to whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

- **Provision for transition (see Transition Policy)**

## **Pre-School to EYFS**

- Weekly drop in story time sessions
- 'Pop in and play' morning and afternoon sessions
- Starting School information question booklet given out for parents to record any interests, allergies etc their child may have
- All parents are given a 'New To Reception' guide
- New parent meetings in the hall which includes a PowerPoint presentation demonstrating 'A Day In The Life Of Reception'
- YrR teachers carry out visits to **all** Pre-School feeder settings including child minders
- Yr R teachers carry out home visits for **all** children where an 'All about Me' information sheet is completed jointly with the child, parents, teacher and TA.

## **EYFS to KS1**

- KS1 teachers spend time in yr R classrooms to become familiar with children
- Meetings between YrR and Yr1 staff and possibly the Inclusion Lead to discuss the GLD and FSP outcomes to inform Yr1 planning
- YrR children to visit new Year 1 teachers in Summer Term for story sessions and 'Move up' morning.
- KS1 to plan familiar Yr R routines into Term 1 planning- snack times, free choice play, child-initiated learning opportunities etc

## **7 The role of parents/carers**

We believe that all parents have an important role to play in the education of their child. We therefore recognise and encourage the role parents have in educating their children through;

- Weekly home school diaries where teachers can inform parents about new learning and include next steps and ways learning can be further promoted at home.
- Carrying out home visits to meet the family in their home environment and discuss any worries or concerns parents may have before their child starts school.
- Parent questionnaires are regularly encouraged
- Inviting all parents/carers to an information evening during the term before their child starts school
- Offering parents regular opportunities to talk about their child's progress and celebrate their achievements- parent structured conversations and time to spend looking at their child's Learning Journey through a range of parent drop in workshops
- Encouraging parents to approach their teacher if there are ever any concerns
- Offering a range of activities throughout the year that promote collaboration between child, school and parents; such as parent workshops, Home-school WOW voucher whole school positive incentive system, Breakfast Buddies, Story making demonstrations, Nativity performances, drop in story/phonic sessions, parent reader helpers, School Christmas and summer fetes, Reading Rocks information mornings, Early Jolly Phonic support etc
- We provide regular communication with home both verbally and through newsletters, parent EYFS notice board outside EYFS entrance, text message system, and children's reading home diaries.

This policy was written by S.Counsell in 2015

Date of next review – Spring 2016