

Barnabas Oley School

Early Years Foundation Stage Policy

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Revision History

Version	Author	Summary	Review Date	Next Review
1.0		Original Hard Copy	2002	
1.1	K.Brawn	Reviewed	2005	
1.2	K.Brawn	Reviewed	2008	
2.0	K.Brawn	Reviewed	2009	
3.0	B.Smith	Complete revision in the light of revised EYFS	2013	April 2016
4.0	B.Smith/ J.Hussey	Revision in line with current practice	2016	April 2019

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1 Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is an holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Barnabas Oley CoE Primary School.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy the term 'setting' refers to the Early Years educational provision in Holly Class and the Space Place.

This is available to children who enter school from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year, or YR.

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

2 Aims of the Early Years Foundation Stage

In the EYFS setting we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential. We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- That children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways, aiding them to build receptive vocabulary to help with their understanding
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes; be willing to have a go- fostering resilience.
- Developing their characteristics of learning, including playing and exploring, active learning and creating and thinking critically.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning in all areas of development.
- Providing effective learning opportunities in a range of environments, inside and outside.

3 The Early Years Foundation Stage Framework

Teaching in the EYFS setting is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development'.

The curriculum is centred on 3 prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Providers must also support activities through four specific areas which strengthen the prime areas. These are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

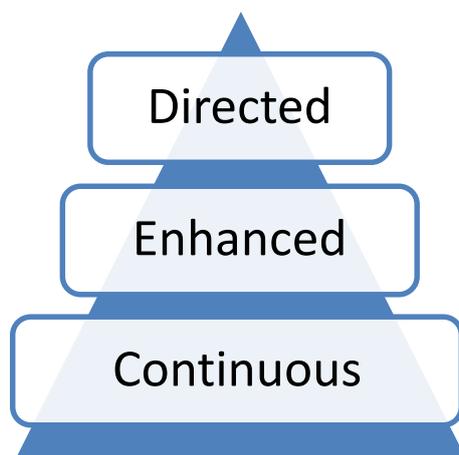
Educational programmes which practitioners deliver in the setting must involve activities and experiences from all of the seven areas.

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked with the Prime areas being fundamental to allow development and learning in all other areas. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development should be given equal weighting and value.

We believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

4 Active Learning

At Barnabas Oley CoE Primary School we recognise that young children are all different and learn in different ways. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be a careful balance between practical, play based learning which incorporates continuous and enhanced provision as well as directed activities within a high quality learning environment.



Continuous Provision

The need for a familiar, stable environment is paramount in order for children to develop confidence in using the resources and managing their environment. Continuous provision promotes independence, enables deeper learning where children can return, repeat and extend their ideas over time promoting mastery behaviour.

When planning this provision, we will list what children will be interested in and want to do in an area so that key learning and vocabulary can be developed and links made to Prime and Specific areas of learning.

Enhanced Provision

We provide provision which enhances their learning, building on their developing interests and skills so that they combine and use resources to demonstrate their learning. This provision could include high quality adult interaction, displays, visits and visitors and new resources.

Directed Provision

Children learn and develop skills through carefully planned class, group and individually taught activities. A positive mind-set is developed so that children are equipped with an “I can do” approach.

The adult has a specific outcome in mind when planning an activity which may be differentiated according to the child’s stage of development. Direct provision is usually an adult directed activity and may be a more formal context or equally an informal opportunity to support learning.

5 Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children’s learning and individual needs. A record of each child’s progress in all areas of their learning is kept by retaining and filing their assessment data. The main EYFS assessment method is through practitioners’ observations of children in different teaching and learning contexts, including directed learning, adult focused activities and continuous provision. Observations take place on a daily basis both formally and informally so that spontaneous and important moments are captured. Practitioners make time to carry out planned observations of individuals and groups of children regularly.

Observations are recorded in different formats e.g. post-it notes, whole class grids and photographs as well as practitioners' knowledge of the children gained through reflection and analysis. All practitioners are involved in observing children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in their Year books.

Year Books record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence.

There is continuous monitoring and assessment of each child's development using the new Early Years Foundation Stage Profile (2012). This is updated at least once each term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out at the beginning of the academic year using an online assessment system and practitioners own observations. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

6 Planning

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. The whole school was involved in deciding the termly topics, based on the school's four-year topic plan.

Medium term planning is created with all early years' practitioners' involvement and takes into account the individual children's learning and developmental needs.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment as much as possible, both Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

7 Parents as Partners

At Barnabas Oley CoE Primary School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through newsletters, reading diaries, parent consultation evenings and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting.

Whole school newsletters are also sent home on a fortnightly basis.

Parents are invited to attend parents' consultation evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress and next steps discussed.

Other opportunities for practitioners to share children's learning, development and well-being with parents include Year Books, end of year reports and Class assemblies where children's achievements are recognised.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. Parents may be invited into the setting on other occasions such as parent/Child afternoons where children share their work and activities and special events for Mother's and Father's Days.

The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

8 Admissions and Induction

Barnabas Oley Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old.

Before they start in the setting, all children are offered a series of visits during the summer term. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment. Practitioners will also go to visit the children in their current pre-school settings. The aim of these visits is to support practitioners to develop their knowledge and understanding of each child in order to make the transition period to school as smooth as possible.

In the summer term parents are invited into school to meet the setting practitioners. At this meeting, information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations. 'All About Me' induction packs will also be given out to parents as another way to support practitioners' knowledge and understanding of each individual child.

Home visits take place during the first fortnight of the autumn term. This gives the teacher and child a chance to get to know each other within a familiar setting.

From the end of September children attend the setting full-time, although through mutual agreement between parent and school a child may attend part-time should it be necessary. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

See Admissions Policy for more information.

9 Transition to Year 1

As children grow older and develop, it is expected that the balance of learning opportunities will gradually shift towards more activities led by adults to help children prepare for more formal learning in readiness for Year 1.

Holly and Maple class practitioners work closely together to ensure a smooth transition. In addition, many shared learning opportunities throughout the year allow positive relationships to develop with Key stage 1 staff.

At Barnabas Oley we have a mixed age class structure so some children remain in Holly as Year 1 pupils. Some will move to the year 1 / 2 class (Maple). The decision is not just based on academic progress but the needs of the whole child. Parents are fully involved in this decision making.

10 Equal Opportunities

All practitioners at Barnabas Oley CoE Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Barnabas Oley CoE Primary School.

See Equal Opportunities Policy for more information.

11 Special Educational Needs and Disability

See Special Educational Needs and Disability Policy.