



The Village Federation of Carsington & Hopton and Kirk Ireton Primary Schools



Early years Foundation Stage (EYFS) Policy

Statement

The Foundation Stage applies to children from three years of age to the end of the Reception year. In our schools, Reception children are in a mixed age class with Key Stage One children. This gives them a good opportunity to develop at their own pace. This stage in the child's education forms the stepping stones to their future development.

The Early Learning Goals set out what is expected of most children by the end of their first year in school.

Aims:

1. To provide a carefully planned and structured early years curriculum with rich and stimulating experiences.
2. To ensure that provision and practice reflect the differing needs, interest and cultural background of the children
3. To provide equal access to the early years curriculum by providing opportunities for all children to succeed in an atmosphere of care, where they are valued.
4. To manage carefully and sensitively the transition between home and school, building on their pre-school experiences.
5. To forge links between parents and school to work together for the benefit of the child.
6. To encourage a positive attitude to learning.
7. To provide high quality care and education using all the staff's experience and expertise in child development.
8. To establish systems for planning and assessing children's learning throughout the early years.

Teaching and Learning:

To be effective an early years curriculum should be carefully structured showing three strands:

- provision for the different starting points from which the children develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of a young child's needs;
- planned and purposeful activities that provide opportunity for teaching and learning both indoors and outdoors.

"There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves". Children do not make a distinction between "play" and "work". Principles for Early Years Education QCA document p.11

Admission to school:

New Reception children are invited to several sessions prior to their starting date, to familiarise them with staff and the school environment. We welcome close links with parents and carers, extending an open invitation to come into school if they have any query or concern as regards their child starting with us. We also encourage all parents and carers to stay for the first fifteen minutes of the day to see the initial activity, share a book with their child or to talk with the class teacher or other parents.

Activities are planned through the six areas of learning of the 'Early Learning Goals'

- 1). Personal, Social and Emotional Development:** Pupils learn how to co-operate and work in harmony with others.
- 2). Communication, Language and Literacy:** Pupils learn to communicate in a range of ways including talking, listening, reading and writing.
- 3). Mathematics:** Pupils develop their understanding of number, measurement, pattern, shape and space, through exploration, practise and discussion.
- 4). Knowledge and Understanding of the World:** Pupils find out about the environment, people and places significant to their own lives.
- 5). Physical Development:** Pupils develop and practise their fine and gross motor skills, increase their understanding of how their body works and what they need to keep healthy.
- 6). Creative Development:** Pupils explore and share their thoughts, ideas and feelings through a variety of art, design technology, music, movement, dance and imaginative/role play activities.

Differentiation:

Staff should ensure all children feel secure and valued. Staff will, through observing and monitoring progress, be aware of those children who may require additional help and those who are more able and need to be challenged.

Use of ICT:

ICT is used in the Reception and KS1 class to help the children to develop their abilities to follow instructions, work independently and understand cause and effect.

Assessment:

Assessment opportunities may be identified through planning or may arise spontaneously. Assessing the children's development and progress serves to inform on interests, achievements and possible difficulties. Planned and spontaneous observations of the children are made by the Early Years staff and records relating to six areas of learning are completed by the end of the child's Reception year. Baseline assessments are carried out during a child's first few weeks at school to find a starting point for the teaching of the curriculum. There are, however changes planned for this type of assessment and this part of the policy will be reviewed as soon as we have been given the revised plans and training.

Equal Opportunities:

No child should be excluded or disadvantaged because of ethnicity, culture, faith, gender, home language, disability or ability.

Inclusion:

Staff should take specific action to help children with special educational needs to make the best possible progress by:

- a) Involving parents in all future planning for their child.
- b) By using the SENCO to help plan how the child's needs will be met through an individual Education Plan.
- c) By contact with outside agencies to support the child, parent and school, e.g. Health Visitor, Speech Therapist, SSEN etc.
- d) By using appropriate or specialist resources, as recommended by outside agencies, to enable a child to access the curriculum.

Health & Safety:

All equipment and resources are chosen for the Foundation Stage by trained staff and, when necessary, children are supervised in the use of equipment by staff.

Resources:

The Early Years class is resourced through an annual budget. The resources are reviewed and new equipment chosen by the staff as appropriate.