



Ashover Primary School EYFS POLICY (v2) 2016-17

	Date	Minute No.	Review date
Approved by Governors (V1)	06/07/15	6/7/15.17	July 2016
Reviewed by Governors & Approved	29/11/16	29/11/16.9	Sept 2018
Reviewed by Governors	_____	_____	_____

1 Introduction

- 1.1 The Foundation Stage extends from birth to the end of the Reception Year. Entry into Ashover Primary School is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after the child's fifth birthday).
- 1.2 The Foundation Stage is important in its own right and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- 1.3 Children joining Ashover Primary School have already learnt a great deal. Many have been learning in one of the various educational settings within the community. The early years education we offer children is based on the following core principles:
- It builds on what our children already know and can do.
 - It ensures that each child is regarded as unique and 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, and activities that provide opportunities for learning both indoors and outdoors so that children can learn in different styles and at different rates.
 - It provides a stimulating environment in which children can develop their individual needs.
 - It develops children as independent and resilient learners through strong and positive relationships with key workers and in partnership with parents/carers.

2 Aims and Objectives

- 2.1 The curriculum of the Foundation Stage underpins all future learning by promoting and developing the Early Learning Goals in the seven areas of learning; three 'prime' areas which are 'crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive' and four 'specific' areas through which the prime areas are 'strengthened and applied'. (1)

Prime Areas of Learning

1. Communication and Language

- Listening and attention
- Understanding
- Speaking

2. Physical Development

- Moving and handling
- Health and self-care

3. Personal, Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Specific Areas of Learning

4. Literacy

- Reading
- Writing

5. Mathematics

- Number
- Shape, space and measure

6. Understanding the World

- People and communities
- The world
- Technology

7. Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

Each child will be assessed to whether they are **emerging** (not yet reached the Early Learning Goal), **expected** (reached the Early Learning Goal), or **exceeding** (exceeded the Early Learning Goal).

3 Teaching and Learning Style

3.1 The features of effective teaching and learning in our school are defined in relevant policy documents. These also apply to the Foundation Stage.

3.2 The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents/carers as first educators that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching.
- 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 that helps children achieve the Early Learning Goals by the end of the Foundation Stage through planning activities allowing children to: play and explore, be active learner and think creatively and critically (these are the characteristics of effective learning as defined in the Early Years Foundation Stage statutory guidance).
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors.
- The identification, through informal and focused observations, of children's progress and future learning needs, which are regularly shared with parents and carers.
- The good relationships between our school and the other educational settings in which the children had been learning before joining our school.
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it.
- The regular identification of training needs for all adults working with Foundation Stage children.

4 Learning Through Play

4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. Children practise and build their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and independently. They communicate with other as they investigate, explore and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

5 Inclusion

5.1 We believe that all children, irrelevant of social, emotional, academic or physical need, should be given the opportunity to achieve to their personal best. We ensure this by taking into account the range of the children's life experiences when we are planning their learning.

5.2 We set realistic and challenging expectations tuned to the needs of our children so that most achieve the Early Learning Goals by the end of the Foundation Stage. Some children progress beyond this point and we help them do this by planning to meet the specific needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

5.3 We meet the need of our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a variety of teaching strategies that are based on the cohort's learning needs.
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively.
- Offering a safe and supportive learning environment, in which the contribution of all children is valued.
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping.

- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress, and providing support (eg visual, speech and language therapy) as necessary.

6 The Foundation Stage Curriculum

- 6.1 Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.
- 6.2 The Early Learning Goals form part of the National Curriculum. Accordingly, by the end of the Reception year, our children have a daily mathematics and English lesson as part of the smooth transition into Year 1.
- 6.3 The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Medium term planning is completed half termly, and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working on the National Curriculum.
- 6.4 The school makes use of the outdoor space, where activities take place at all times of the year. Children wear appropriate clothing at all times.

7 Assessment

- 7.1 The Foundation Stage Profile is the nationally employed assessment tool that enables teacher to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. Each child has an EYFS electronic profile which is regularly updated with formal observations and pictures of the pupils achieving certain goals, alongside an evidence book, in which a copy of work completed independently or in a focus group is kept.
- 7.2 During the first term in Reception, the teacher assesses the ability of each child – baseline assessment – using the Foundation Stage Profile. This assessment will be based on teacher observations of what a child is able to do in class. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and group of children. We share the information contained in the Foundation Stage Profile at our parental consultation meetings.
- 7.3 Teachers are constantly assessing pupil progress and update the Foundation Stage Profile each term accordingly. At the end of the final term in Reception, a summary of these assessments are sent to the Local Authority for analysis. This information is used to make plans for the year ahead.
- 7.4 Parents and carers receive an annual report that provides brief comments on their child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. These reports are sent to parents and carers in the summer 6 term each year.

8 The Role of Parents/Carers

- 8.1 We believe it is vital that school and parents/carers work in partnership in the education of the children in our school. We foster this partnership through:
- Talking to parents/carers about their child before the child starts school.
 - Opportunities for children to spend time with their teacher in school prior to starting school.
 - Offering parents/carers regular opportunities to talk about their child's progress in our Reception class.
 - Induction meeting with parents take place each June where a 'new starter' pack is issued.
 - Flexible admission arrangement, allowing time to discuss each child's circumstances.
 - Encouraging parents/carers to talk to the child's teacher if there are any concerns.
 - Offering a range of activities and opportunities throughout the year, that encourage collaboration between school and parents/carers.
- 8.2 Formal meetings for parents/carers take place during the Autumn and Spring terms at which parents/carers discuss the child's progress in private with the teacher. Parents/carers receive a written report on their child's attainment and progress at the end of the school year.

9 Resources

- 9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning.

10 Monitoring and Review

- 10.1 This policy is monitored by the Governing Body and will be renewed every two years or earlier if necessary.

(1) Statutory Framework for the Early Years Foundation Stage, DfE March 2014