



Bellfield Infant School

Early Years Foundation Stage Policy

Our Early Years Foundation Stage policy describes the framework upon which the beliefs and practice of this school are based. This policy should be used in conjunction with the Teaching and Learning policy, the Admissions policy and Inclusion and Equal Opportunities policy.

Our Philosophy

Every child is nurtured in a safe and stimulating environment where they are given the opportunity to enjoy their childhood and develop a love of learning and develop firm foundations that can be built upon in years to come.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

(Statutory Framework for the Early Years Foundation Stage 2012)

The Early Years Foundation Stage is the stage of development and education for children from birth to five years of age. The children in our Day Care, Nursery and Reception classes make up the birth -5 year stage. The Early Years Foundation Stage is important in its own right, and in laying a secure foundation for learning throughout the school years and beyond. The statutory Early Learning Goals (2012) set out what is expected of most children by the end of the Early Years Foundation Stage.

Children are competent learners from birth and develop and learn in a wide variety of ways. The Early Years education that we offer our children encompasses the four themes of the EYFS and is based on the following objectives:

Objectives

- To provide a happy, caring, safe and secure environment for learning, that meets the individual needs and interests of all children.
- To develop warm and secure relationships between children and adults.

- To provide a high-quality curriculum in line with the Early Years Outcomes 2013.
- For the children to become aware of moral and social values.
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with positive attitude to learning and self-discipline.
- To foster positive home school links and share a common sense of purpose with parents. The key person is fundamentally the class teacher with a team of practitioners contributing towards the care and learning for the children and their parents.

At Bellfield Infant and Nursery School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Nursery and Reception Classes.

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Learning and Development

There are seven areas of Learning and Development which are interconnected.

The three Prime areas are deemed crucial to develop lifelong learning and to help children form relationships. These areas are:

- **Communication and Language** ~ children have opportunities to speak and listen in a range of situations and experience a rich language environment.
- **Physical Development** ~ children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices.
- **Personal, Social and Emotional Development** ~ children develop confidence and self-esteem, learn how to manage feelings and respect others.

The Prime areas are strengthened and applied through four specific areas:

- **Literacy** ~ involves children learning how letters link to the sounds and begin to read and write.
- **Mathematics** ~ children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.
- **Understanding the World** ~ children have opportunities to find out about people and communities, the environment and technology.

- **Expressive Arts and Design** ~ involves exploring feelings and ideas through music, dance, role play and design.

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts and skills in meaningful contexts that enable the children to build on what they already know. Children and parents are encouraged to be involved in the next steps for learning through the children's learning journeys and parents' consultations.

The seven areas of learning are delivered through planned and purposeful play and ensure a balance of adult directed time, shared learning time and child initiated time. Child-initiated learning is an important part of daily routine at Bellfield and whenever possible adult-directed activities are active and play-based.

The Early years Outcomes (2013) document provides the basis for planning throughout the Foundation Stage. Our medium term planning consists of specific teaching objectives and ongoing learning objectives for each half term. The ages and stages of development are built upon as the children move through the Foundation Stage and work towards achieving the Early Learning Goals.

We meet the needs of our children by:

- Planning opportunities that build on and extend children's knowledge, experience and interests, and that develop self-esteem and confidence.
- Using a range of teaching strategies that address children'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 may be in advance of their language and communication skills.
- Monitoring and evaluating children's progress, providing support and referral (such as speech therapy) as necessary.

At Bellfield we support children in using the three characteristics of effective teaching and learning. These are:

- **Playing and exploring** - children investigate and experience things, and 'have a go.'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

Each child in the EYFS at Bellfield has a 'Learning Journey'. The learning journey contains photos of children taking part in activities, snap shot observations, and pieces of work. This helps to provide evidence; teachers use this and their professional judgement when making a decision about where a child is in their learning and development.

At the beginning of the year children are baselined and then termly, teachers use formative continuous observational assessments to help them make a decision about which band of development the child is working in through a 'best fit approach'.

At the end of Reception, teachers undertake a statutory Early Years Foundation Stage Profile assessment, which is reported to the LA and to Year 1 teachers. This involves teachers using their professional judgements, knowledge of individual children and the Early Learning Goals and published exemplification materials to assess if the children are judged to have either achieved (expected), exceeded or be working towards (emerging) each Early Learning Goal. Teachers also write a short commentary about each child's characteristics of learning.

Observational evidence collected from a wide range of learning and teaching contexts ensures that future planning reflects identified needs and that our children are continually developing. Progress and achievements are discussed formally with parents/carers at parent-teacher consultations and Learning Journeys may be shared. Parents receive an annual report that comments on their child's progress and development in relation to areas of learning.

Teaching and learning style

We believe in a flexible approach that responds quickly to children's learning and development needs. The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- The partnership between staff and parents - ensuring that information is passed on through good liaison
- The understanding that staff have of how children develop and learn, and how this affects their teaching
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- 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 identification of the progress and future learning needs of children through observation;
- The partnership and transition programmes between Day Care, Nursery and Reception

- The regular identification of training needs of all adults working within the EYFS

Inclusion in the Early Years Foundation Stage

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We aim to provide a foundation for them to make the most of their abilities and talents as they grow up.

We plan to meet the needs of boys and girls, children with special educational needs, children who are gifted and talented, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Parent partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a curriculum overview to inform parents of what their child will be learning and how they can support them at home.

Transition

Our aim at Bellfield is to establish a smooth and successful transition to school. This is facilitated by:

- Visits to local pre-school establishments
- Seeking reports and assessments from feeder settings so that we can check and add to our own initial assessments
- A programme of weekly transition sessions throughout Summer term
- Increased visits into the main school for Nursery and Day Care pupils
- Liaison with outside agencies as appropriate
- Good communication with parents ensuring appropriate information for each child collated through good systems.

Written by: V Delves

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Ratified by Governors:

Date to be reviewed: September 2020