



Early Years Foundation Stage Policy

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Aims

This policy represents our approach to learning in the Early Years Foundation Stage and lays the bedrock of our whole school approach. It is our view that the Characteristics of Effective Learning: Engagement, Motivation, Critical Thinking are essential to all learners, in and beyond the Early Years Foundation Stage.

Throughout the Early Years Foundation Stage plans for learning include time for children to become immersed in play but also to provide opportunities for structured routine. Consideration is given to purposeful play and the different ways that children learn and reflect.

EYFS Curriculum

There are three Prime areas of the curriculum:

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

The skills gained in the prime areas are then built upon in the specific areas:

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

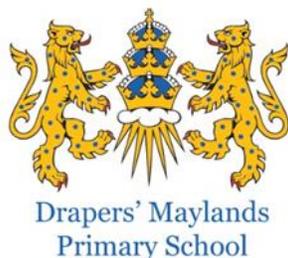
Assessment

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides Parents / Carers, staff and teachers with a clear statement of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year One.

The Profile includes on-going observation, all relevant records held by the setting, discussions with Parents / Carers, and any other adults whom the teacher, Parent / Carer judges can offer a useful contribution. Each child's level of development is assessed against the Early Learning Goals. The Profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

At Maylands, we use the Early Excellence Assessment system to track progress and store observations and attainment towards the EYFS Profile. In addition to EExAt baseline assessments, we also make assessments for well-being and involvement using the Leuven scales to inform planning and deployment of practitioners.

Enabling Environments



At Drapers' Maylands Primary School, themes link the areas of learning but there is opportunity for collaborative planning with our children in response to their interests and needs. Reading is taught through Read Write Inc phonics sessions. Mathematics skills are taught through Little Big Maths scheme and opportunities for applying mathematics skills through child –initiated and adult-led play.

The environment is the third teacher

The Reggio Emilia Approach underpins the organisation and presentation of our learning environment. Our furniture and equipment is from Early Excellence, a national leader in high quality Early Years development, and the areas for learning are set with this approach in mind. All resources should be appropriately labelled and accessible, areas should be engaging and motivating. Theme learning should be echoed in areas such as the Home Corner and the Small World Area.

There are two classrooms and an outdoor area, which are planned as three areas for learning. The classrooms are designed differently and there is a 'free-flow' system determined by detailed planning for all practitioners. It is expected that the children spend on average 60% of their learning time outside, according to most effective practice.

Children in Early Years have the opportunities to participate in Learning Outside the Classroom by using the school Library, D.T. Room for cooking, using the Science Area, Wildlife Pond, Orchard and tending to the school chickens.

During the Early Years Foundation Stage, children participate in a visit to the theatre to see a pantomime, a Winter Walk in Nature Reserve, a Farm visit on-site, Spring Walk and Seaside visit during the Summer term.

Children from Early Years Foundation Stage take part in Harvest Festival in the Autumn Term, World Book Day and the Commemoration Day in March, the Easter Parade, different workshops (such as Diwali Dance) and school Sports' Day every June.

Every child is able to participate in Forest School each term in the local woodland on the Nature Reserve.

Over the course of the year in EYFS, there are visitors to support the curriculum theme planning, such as nurses, vets, firefighters, police officer. Parents and carers are invited in to share their hobbies or talk about their jobs where it could promote children's learning.

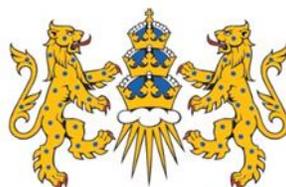
Children from EYFS are able to join whole school assemblies each week from the later part of the Autumn term.

In Early Years Foundation Stage at Maylands, our focus is on learning and development, therefore we use the term Free Learning and not Free Play.

Planning

At Maylands, we ensure that all activities and experiences will allow children to meet the requirements of the EYFS Framework, 2014. Opportunities for learning will facilitate the following:

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



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- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

(EYFS Framework 2014)

Planning in the EYFS at Maylands is weekly, with a longer term overview of main themes and six mini-topics per term. Planning in the moment is encouraged and the collaboration with learners is essential. Detailed plans are shared with all practitioners and children's key-workers and include extension activities and a clear focus on language development through questioning and vocabulary.

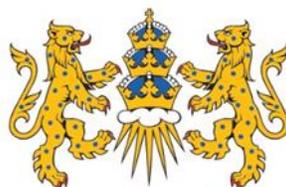
On entry to EYFS, we use Speech Link and Language Link to screen and make provision for additional support. Areas are specifically planned as Communication Friendly Spaces (Jarman).

Legal Framework

This policy and its contents reflect the early Years Foundation Stage Framework which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences for children in all early years settings;
- the Early Learning Goals that providers must help children work towards the knowledge, skills and understanding children should have at the end of the academic year in which they turn five;



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- assessment arrangements for measuring progress and requirements for reporting to parents and/or carers.
- The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.
- There are four guiding principles which shape the practice of Drapers' Maylands Primary School Early Years setting. These are:
 - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
 - children learn to be strong and independent through positive relationships;
 - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
 - children develop and learn in different ways and at different rates.

(EYFS Framework 2014)

Welfare

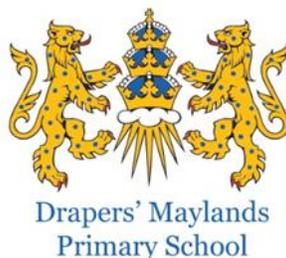
The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. At Maylands, the well-being and involvement of our children is measured using the Leuven scales from baseline assessment on entry. Every effort is made to ensure that all learners are able to engage with the curriculum and many ways are used to minimise or remove barriers to learning from entry into school.

The Early Years Foundation Stage Framework identifies the following as requirements for the development of the unique child:

1. To welcome children into learning areas which will provide a challenging, stimulating and enjoyable learning experience from the first day.
2. To ensure that planning ensures a broad and balanced curriculum which is sensitive to the needs of every child and allows for child-led learning whenever possible.
3. To provide activities which support the seven areas of learning: (*Prime areas*) Communication and Language, Physical development, Personal, social and emotional development. (*Specific areas*) Literacy, Mathematics, Understanding the World and Expressive arts and design
4. To value what each child can do, fostering a sense of achievement, willingness to persist and good attitude to challenge.
5. To ensure inclusive practice and the celebration of diversity and differences.
6. To nurture independence, confidence and the skills of learners to ensure success beyond EYFS.
7. To work in partnership with parents and/or carers and value their contributions.

Parents/ Carers as partners:

We recognise that Parents / Carers are children's first and most enduring educators and we value the contribution Parents / Carers make. We recognise the role that they have played and their future role in educating the children.



At Maylands, we encourage a close partnerships with parents/ carers through:

- ✓ Workshops at the beginning of the Early Years Foundation Stage for Read Write Inc (phonics) and Forest School.
- ✓ Daily contact at the beginning and end of the school day
- ✓ We use a Home School Communication Book for daily contact.
- ✓ During consultation meetings each term Termly theme plan and expectations are shared with parents/carers.
- ✓ Weekly Home Learning which includes activities to promote conversation, Technology based activities (Mathletics or Purple Mash etc.)/ reading books, starting with picture books from September.
- ✓ Parents and carers are invited to celebrate learning through termly meetings with teachers, class assemblies and end of theme celebrations.
- ✓ Early Years Foundation Stage Production of the Christmas Nativity
- ✓ Invitation to whole-school celebrations

Induction to Early Years Foundation Stage

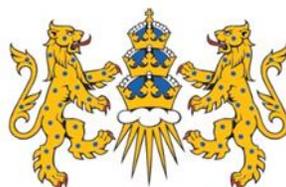
We welcome parents/carers by letter following acceptance of their child's place at Maylands. The induction programme is then as follows:

- Induction meeting for parents in June
- Information collected from home/ pre-school in July and September
- Information booklet given to parents/ carers for starting school at Maylands
- Home visit organised by teachers for early September
- Stay and Play sessions for children starting school take place in July
- Home School Contract given to parents in September
- There is a timetable for induction in September which is a phased intake over 10 days but could be accelerated or tailored for individuals who are not settling well.

The Autumn term focus for Early Years' Foundation Stage is Personal, Social and Emotional Development which lays foundations for all learning throughout the year. Prime areas are given priority in planning, particularly communication. The children are encouraged to demonstrate growing independence by self-registration and lunch choices each morning. The routines are established very quickly and behaviour for learning is given high priority with Restorative Practices in place to support social and moral development. Positive reinforcement of high expectations is supported by stickers during the first half of the year and transition to House points and eventually House teams during the Summer term.

Transition to Key Stage 1:

From the Summer Term in EYFS, timetables include opportunities for transition to Key Stage 1. During the morning session, formal teaching for Reading and Maths is planned for longer sessions with expectations for whole-class input before play-based activities. Opportunities to talk about the changes between the year groups are created and expectations for working in a different way are shared.



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Although the children are familiar with the school building and have eaten lunch in the dining hall alongside the other pupils, there is an opportunity to spend some of the playtime in the main playground, supervised by Early Years staff.

The children from EYFS attend whole school assembly three times weekly instead of only Values and Celebration assemblies. They are also able to meet their new teachers and learn more about being in Year 1 during transition activities planned for July. These sessions include a writing activity, such as a picture and sentences All About Me, an Art activity, a Maths activity and a PSHE activity, such as Circle Time games.

At the end of EYFS, Year 1 teachers are given a copy of the individual's Profile report and relevant information about a child's interests, abilities and well-being. For the first week in Year 1, the Early Years practitioners are able to support during the transition from the playground at the beginning and end of the school day, and during break and lunchtimes.

During the Autumn Term Year 1 timetables include continuous provision, as in the Early Years Foundation Stage curriculum. The transition between the Key Stage 1 curriculum and EYFS Framework is gradual and teachers are able to make assessments for the first half term for both. During the Spring Term, there is less timetabled EYFS-style provision as the transition towards Year 2 begins.

The timetable for the beginning of Year 1 follows the same structure as the end of Early Years Foundation Stage: Read write Inc, Big Maths, Jigsaw PSHE and Forest School.

Links to other policies

Safeguarding and Child Protection Policy

Equality Policy

Special Educational Needs and Disabilities Policy

Curriculum Policy

Teaching and Learning Policy