



Corringham Primary School

(Including: Corringham Primary Pre-School and Speech and Language Enhanced Provision)

Early Years Foundation Stage Policy 2017/2019

Developed:	Summer 2014
Adopted:	Autumn 2015
Reviewed and Adopted:	Autumn 2015
Next review:	Autumn 2018

EARLY YEARS AND FOUNDATION STAGE (EYFS) POLICY

Aims of the Early Years Foundation Stage Curriculum

- To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world
- To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point
- To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future
- To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being
- To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes
- To provide a curriculum which provides equal learning and development opportunities for all the children
- To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage (EYFS) classes at Corringham Primary School, including Corringham Primary Pre-School, we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development (PSED)
- Communication and Language (CL)
- Physical development

The specific areas are:

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

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards age appropriate learning milestones (Development Matters targets), the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Play policy

We believe that play, both indoors and outdoors, are the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving age appropriate learning milestones and then the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play

- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

Planning, recording and assessment

Topics are planned so that children will experience activities within each topic as they progress through the EYFS. Topic planning takes place on a half-termly basis. The long term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. In addition, children experience aspects of the Primary National Strategy throughout the day e.g. mental and oral work, guided reading, shared reading and writing, as well as phonics, using the letters and sounds materials as appropriate.

Pupils are assessed using the Early Years Outcomes; these are used as an on-going tool to plot progress. Development Matters (age appropriate assessments) are completed and related to short term planning. The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile will attend moderation meetings.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the class and individuals record sheets.

Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept in the child's record of achievement or book as appropriate. Learning journeys for some activities are completed regularly. Every child has a learning journey which contains examples of their achievements and work throughout the year.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents' evenings are held twice a year. Parents' Evening is an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time.

Parents are encouraged to contribute to their child's learning journey by:

- adding things to the child's home learning book

- recording their thoughts about the journals
- sharing events which happen at home

Progression

There are clear expectations for progression. Children working within the later phases of the Ages and Stages work for longer periods on more formal adult led activities and they work in larger groups than the children working within the earlier phase of the ages and stages. The children working in the later stages are expected to play and learn with less adult support than that of the children working at the earlier stages. During our transition week in the summer term the children will be prepared for moving into their new Reception Class and Year 1 class. All classes are mixed every year to ensure a balance of gender and ability and to develop social interaction skills.

Equal Opportunities

Aims

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability
- To ensure that all the children feel secure, included and valued
- To establish feelings of respect and trust with all children and their parents or carers
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children

During the school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people.

These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals

- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures