



Early Years Foundation Stage Policy

Rationale

This policy details the provision we make for the early experiences, learning and teaching in the Early Years Foundation Stage (EYFS) at Parkend Primary school. We believe that every child is an exceptional individual, and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world.

Aims

The aim of this policy is to outline our approach to achieving the requirements and goals in the delivery of the statutory requirements for EYFS. At Parkend Primary, we aim to:

- give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally;
- to offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- encourage children to develop independence within a loving, secure and friendly atmosphere;
- support children in building relationships through the development of social skills such as cooperation and sharing;
 - to help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas	Early Learning Goals
Personal, Social & Emotional Development	• Self-Regulation • Managing Self • Building Relationships

Physical Development	• Fine Motor Skills • Gross Motor Skills
Communication & Language	• Listening & attention • Understanding • Speaking

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

Specific Areas	
Literacy	• Reading • Writing • Comprehension
Maths	• Number • Numerical Patterns
Understanding the World	• People, culture & communities • Past & Present • The Natural World
Expressive Arts & Design	• Creating with Materials • Being Imaginative & Expressive

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The teachers plan activities within the Reception classroom with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. (In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately) The three characteristics 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.

Teaching strategies

We ensure that there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. By the Summer term the children in Reception experience many more adult directed and independent tasks as they prepare for their transition into Year 1.

The importance of play

Learning through play is an integral part of our Early Years curriculum. We believe that children learn best from activities and experiences that interest and inspire them. Using children's interests and passions as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much learning the children have understood and taken on. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and story time. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, concentration etc. Reading and story time are an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics.

The Learning Environment

The classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. The Classroom has a wide range of literacy and mathematics resources, a creative area, book corner, role play area, construction/small world areas, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. The outdoor area is an important part of the classroom with many children choosing to learn outside. We ensure that the range of activities outside reflects the different curriculum areas. There is a 'maths shed' whereby children can use the resources to enhance their prior knowledge or explore new challenges and share with friends. Our children benefit from fine and gross motor activities by way of exploration in the mud kitchen and outdoor enhanced resources. Each child has their own labelled peg in the classroom. We encourage children to take responsibility for keeping their clothes, book bag and lunchbox safely in one place.

Assessment and observations

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their

individual green workbook. We are very proud of our workbooks: these are collections of children's work, photos and observations which create a detailed picture of the child.

On entry to Reception we carry out baseline assessments for each child. The Reception Teacher submits data at the end of half term onto Insight Tracker which shows each child's development across the areas of learning. At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected.'

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. This includes parent information sessions before their children start school, parent coffee afternoons, parent consultations in the first week of school, stay and play sessions every half term and opportunity to talk to the teacher every morning and afternoon.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to school to develop familiarity with the setting and practitioners. Staff from school visit each feeder playgroup/nursery as well as home visits during the summer term. The children receive a small booklet and a letter from their new teacher during the summer holiday. In the final term, the reception teacher and Year 1 teacher liaise to discuss the individual children, their needs and analyse the assessment data to inform planning.

EYFS and British Values

In the EYFS at Parkend we promote the British Values in a variety of ways. Here are some of the ways that this is done;

Democracy: making decisions together

- Encourage children to know their views count
- Value each other's views
- Talk about feelings
- Make decisions about things that affect daily activities e.g. choosing role play themes
- Activities that involve turn taking, sharing and collaboration
- Opportunities for critical thinking and questioning

Rule of law: Understanding rules matter

As part of the focus on managing feelings and behaviour (Personal Social and Emotional development)

- Activities where children understand their own and others' behaviour and its consequences
- Distinguishing right from wrong

- Creating shared classroom rules/ common codes of behaviour
- Promoting an understanding that rules, e.g. tidy up time, apply to everyone

Individual liberty: freedom for all

As part of the focus on self-confidence and self-awareness and people and communities (Personal Social and Emotional Development and Understanding the World).

- Encouraging children to develop a positive sense of themselves
- Opportunities for developing self-knowledge, self-esteem, and increase self-confidence through e.g. encouraging risk taking on climbing apparatus, celebrating individual successes
- Activities which encourage the language of feelings and an appreciation of the feelings of others e.g. through the use of persona dolls
- Activities which encourage discussions and celebration of all our similarities and differences
- Creating an ethos which encourages and respects different opinions

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people and communities, managing feelings and behaviour and making relationships (Personal Social and Emotional Development and Understanding the World)

- Creating an inclusive environment and ethos where everyone is valued and differences are portrayed positively
- Positive relationships promoted with parents/carers and the wider community
- Activities which encourage an understanding of and respect for one's own cultures and beliefs in that of others; an appreciation of similarities and differences among families, faiths, communities and traditions
- Activities which encourage positive social behaviours such as sharing and kindness towards others
- Activities and resources which promote diverse attitudes and challenge gender, cultural and racial stereotypes and value the diversity of children's experiences and lifestyles through e.g. persona dolls

At the end of EYFS, we expect that our children:

- have strong communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others;
- take pride in all that they do, always striving to do their best;
- demonstrate emotional resilience and the ability to persevere when they encounter challenge;
- develop a sense of self-awareness and become confident in their own abilities;
- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

Links with other policies

This policy should be read in conjunction with the following policies;

- Admissions
- Health and Safety
- Safeguarding & Child Protection
- First Aid
- Behaviour Rewards and Sanctions / Home School Agreement
- Teaching and Learning
- Equal Opportunities

- Supporting children with Medical Needs
- SEND
- Monitoring

Compiled by Staff

Agreed by Governors: November 2022 Review date: November 2024