



Early Years Foundation Stage Policy

September 2021

Aims of the Early Years Foundation Stage Curriculum

1. To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured when required, balanced, and relevant to the child and related to the real world.
2. 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.
3. 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.
4. 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.
5. To provide a curriculum which provides equal learning and development opportunities for all the children.
6. To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage (EYFS) at Wanborough Primary 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 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 independently and with their peers.

Characteristics of Effective Learning

The EYFS also includes The Characteristics of Effective Teaching and Learning. The Early years foundation stage practitioners plan activities within the Early Years classroom and outdoor environment 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.

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.

The Learning Environment

The Early Years classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Early Years has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

We believe that COOL time (choosing our own learning), both indoors and outdoors, is 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 the Early Learning Goals.

The learning environment needs to be challenging either adult led or child initiated. Therefore at 'COOL' time we have the 'differentiated questioning' in each area where adults are expected to be in the children's learning and working towards their next steps.

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

Assessment is an essential part of the learning and development of children in EYFS. It involves the teacher and TA's observing children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations.

Topic planning takes place on a half-termly basis, so that children will experience activities within each topic as they progress through the EYFS. The long term planning sheets and topic webs 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 Curriculum throughout the day e.g. mental and oral work, shared reading and writing; as well as phonics, using the Letters and Sounds materials as appropriate.

Pupils are assessed using the Early Years Outcomes:

1. Emerging;
2. Expected;

Although the exceeding outcome has gone, we continue to challenge those children that are above average in different areas.

Staff completing the profile will attend annual moderation meetings within the cluster and the Local Authority.

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

'Assessment' sheets relevant to the pupil on their individual boards in class that are then put into their scrap books.

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 scrap book or writing books as appropriate. Every child has a scrap book 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.

Regular meetings each term are held between the class teacher and the SLT to discuss the progress of pupils within the EYFS curriculum. The class teacher provides SLT with assessment data for the prime and specific areas for each pupil three times a year.

Positive Relationships

At Wanborough Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school;
- Offering both parents and children the opportunity to spend time in the Early Years Classroom starting school;
- Operating an open door policy for parents with any queries;
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents;
- Offering two parent/teacher consultation evenings per year;
- Sending a report on their child's attainment and progress at the end of their time in the Early Years Foundation stage.
- Reading, keywords, phonic sounds and number cards for at home

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have very strong links with various feeder Pre-schools and Childminders. The teacher meet with providers to discuss each individual child and their transition process into school.

Induction

- Most children visit our Reception class in the summer term for a couple of afternoons.
- The class teacher holds an Induction Information Evening for new parents in Term 5.
- Any Child with Special Educational Needs may also have a personalised induction programme.
- A gradual, well supported introduction to the various aspects of school life and its members is catered for. The children are introduced to the routine of school which requires more conforming, socialising and directed learning situations than will have been experienced before.
- The routine of the school day is introduced slowly, especially those aspects which take the children away from their normal environment, for example, P.E. and Assembly.

