

Issued: 23/05/14	Early Years Foundation Stage Policy	Policy: P014
Author: J. Richardson		Revision: 000

1 Introduction

1.1 The Early Years Foundation Stage is the period of education from birth to five years. The children at Langar C of E Primary School enter Reception (FS2) from September of the academic year in which they will turn five years old. The Early Years Foundation Stage (EYFS) is important as it prepares children for the Key Stage One curriculum and is the foundation upon which future learning is based. During their time in the Reception class the children work towards the Early Learning Goals whereby most children are expected to achieve the expected level of development by the end of the Foundation Stage. Children who exceed these goals will encounter the National Curriculum where appropriate to their stage of development.

1.2 Children joining our school have already learned a great deal. Many have been to local Nurseries or Pre-School settings. The education we offer our children is based upon the following principles:

- It builds on what our children already know and can do
- It recognises that each child is different and ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors
- It provides a safe, secure, rich and stimulating environment
- It encourages children to achieve to their full potential
- It welcomes parents and carers into the setting and encourages a two-way flow of information, knowledge and expertise

2 Aims of the Early Years Foundation Stage

2.1 The EYFS underpins all future learning by supporting, fostering, promoting and developing within the seven areas of learning.

There are three prime areas –

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

The four remaining areas of learning are specific areas through which the three prime areas are strengthened and applied.

The specific areas are –

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

All these areas are interconnected; they cannot be delivered in isolation as they are equally

Langar Church of England Primary School Policy Document.		
P014 Early Years Foundation Stage Policy		Page 1 of 7

Issued: 23/05/14	Early Years Foundation Stage Policy	Policy: P014
Author: J. Richardson		Revision: 000

important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

We will provide an effective education using the Early Learning Goals according to Development Matters and the Statutory Framework (2014). Also we will use the four guiding themes together to underpin effective practice in the delivery of the EYFS. These being:

- 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; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

We will support the development, learning and care of the children, plan appropriate activities based on the needs and interests of individual children.

3 Teaching and Learning

3.1 Our policy on teaching and learning describes the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 1 and 2.

The Early Learning Goals provide the basis for planning. Long term plans operate over a two year cycle and include all aspects of the Early Learning Goals covered in the topics. For each topic there are detailed medium and weekly plans produced by the Foundation Stage teacher identifying the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards Level 1 of the National Curriculum. Planning is the key to making children's learning effective, exciting, varied and progressive. It enables us to build up knowledge about how individual children learn and make progress. It is important that planning is flexible enough to adapt to circumstances to cater for children's interests which may lead to some powerful learning.

3.2 Features of good practice in our school relating to the Foundation Stage are:

- the partnership of between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement,
- the understanding of how children develop and learn,
- the effective use of plan, do, review activities which develop independence and provide opportunities for regular observation and assessment,
- the carefully planned curriculum that helps children achieve the expected level of development in the Early Learning Goals by the end of the Foundation Stage,

Langar Church of England Primary School Policy Document.		
P014 Early Years Foundation Stage Policy		Page 2 of 7

Issued: 23/05/14	Early Years Foundation Stage Policy	Policy: P014
Author: J. Richardson		Revision: 000

- 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 support for learning with appropriate and accessible indoor and outdoor facilities and equipment,
- the identification of the progress and future learning needs of children observations, which are shared with parents,
- the clear aims of our work, and the regular monitoring to evaluate and improve what we do,
- the regular identification of training needs of adults working within the Foundation Stage.

4. Organisation of the Learning Environment

4.1 The Foundation Stage operates in the Foundation classroom which is Class 1 next to Pre-School and Class 2 (Years 1 and 2). Resources are provided to enable the curriculum, both indoor and outdoor to be accessed. During the mornings the Reception children have phonics, Literacy and Numeracy sessions with follow up activities and activities relating to the other areas of learning. The children are developing their autonomous skills during choosing times and taking responsibility for their actions during their play.

5. Play in the Foundation Stage

5.1 Through structured play indoors and outdoors our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

6 Outdoor Play

6.1 We believe that active learning outdoors is essential for young children. They need opportunities to explore and practise developing skills. Physical achievements enhance children's self esteem, and some learning can only happen outdoors. For some children, the outside learning environment will be the only safe outdoor play they will have access to. It is essential to view the outdoor and indoor area as one learning environment. Outdoor play is available to the children for most of the day throughout the year.

6.2 We have an outdoor area that is fenced all the way around to provide security with a large space to facilitate many activities. The climbing frame allows children to take risks and develop their gross motor skills and the soft landing area provides safety. The grass, tarmac and paved areas provide a sensory contrast and act as a divide for various activities. The canopy gives shelter to allow outdoor provision in all weathers.

Langar Church of England Primary School Policy Document.		
P014 Early Years Foundation Stage Policy		Page 3 of 7

Issued: 23/05/14	Early Years Foundation Stage Policy	Policy: P014
Author: J. Richardson		Revision: 000

6.3 We provide activities to enable children to move freely and safely between indoor and outdoor areas for extended periods of time. The children show confidence in what they are doing outside and understand the need for rules and to be able to play together. They know if an adult is not outside with them the activities they can access and use.

6.4 We extend indoor play to the outside and provide activities such as:

- climbing frame and slide,
- opportunities to write and draw outside. Large chalkboards enable children to write and draw on a large scale.
- Wheeled toys to develop pushing, pulling, pedalling, riding, sharing and turn-taking skills,
- Water and sand activities,
- Building equipment eg large foam shapes, big bricks, large tactile,
- Small physical equipment such as bats, balls, bean bags and quoits,
- Table top activities for the areas of learning.
- Labelled boxes enable children to access equipment independently for different areas to help with their learning.

6.5 We make regular checks to ensure the outdoor area is safe and ask parents to ensure their child is safe when playing outside by:

- Providing sensible footwear and appropriate clothing for the weather
- Providing their child with a sun hat during warm weather
- Applying sunscreen to their child before coming to school during summer months.

6.6 Most of the resources for indoor and outdoor play are stored in the shed situated in the Foundation Stage outdoor area. Children are encouraged to work co-operatively to tidy the outdoor area and store things back into the shed.

7. Inclusion in the Foundation Stage

7.1 We give our children every opportunity to achieve their best. Realistic and challenging expectations are set that meets the needs of our children, so that most achieve the expected level of development in the Early Learning Goals by the end of Reception. Some children progress beyond this and achieve exceeded level of development. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

7.2 We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence,
- planning activities that take account of gender differences and children's needs (including Gifted and Talented and SEN – see School Policies)
- using a wide range of teaching strategies based on children's learning needs,
- providing a wide range of opportunities to motivate and support children and to help them learn effectively,

Langar Church of England Primary School Policy Document.		
P014 Early Years Foundation Stage Policy		Page 4 of 7

Issued: 23/05/14	Early Years Foundation Stage Policy	Policy: P014
Author: J. Richardson		Revision: 000

- providing a safe and supportive learning environment in which the contribution of all children is valued,
- using resources which reflect diversity and are free from discrimination and stereotyping,
- planning challenging activities for children whose ability and understanding are advanced for their age,
- monitoring children's progress and take action to provide support as necessary.

8. Assessment

8.1 We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations from child initiated and adult led activities which are then used to fill in their individual Development Matters booklet.

8.2 Each child has a 'Learning Journey' folder which contains photographs, written observations and work noting significant achievements.

8.3 During the child's first few weeks in Reception (FS2) the teacher assesses the ability of each child. This assessment is then formally marked at the end of the Autumn, Spring and Summer Term in their Development Matters booklet throughout their time in Reception. The assessment is also put on Classroom Monitor.

The LA receives a copy of each child's achievement in the Early Learning Goals in all 15 aspects levelled either emerging, expected and exceeded levels of development in June each year. We use this to identify patterns of attainment within the cohort of children.

8.4 The child's next teacher uses their Development Matters and assessment information to make plans for the next year.

8.5 Parents receive an end of year report in July detailing progress in each of the 7 areas of learning (15 aspects) relating to the Early Learning Goals and their characteristics of learning.

9 Partnership with Parents

9.1 We believe that parents have an important role to play in the education of their children. When parents and teachers work together in the EYFS the results have a positive impact on the child's development and learning. We aim for a successful partnership by:

- talking to parents about their child before they start in our school with an induction meeting for Early Years and Reception,
- the children have the opportunity to spend two afternoons and one full day with their teacher before starting Reception,
- offering parents regular opportunities to talk about their child's progress,
- encouraging parents to talk to the child's teacher if there are any concerns by operating an open door policy or to arrange a meeting,
- encouraging parents to help in the classroom such as hearing children read or supporting an activity,
- carrying out simple activities at home set by the class teacher,
- sending home regular newsletters to inform parents of topics covered that half-term, any other activities occurring such as visits and visitors, the library van, cultural celebrations,

Langar Church of England Primary School Policy Document.		
P014 Early Years Foundation Stage Policy		Page 5 of 7

Issued: 23/05/14	Early Years Foundation Stage Policy	Policy: P014
Author: J. Richardson		Revision: 000

- inviting parents to an open afternoon in the Summer Term to engage with their child's play and learning at school and to observe the activities that take place,
- offering a parents consultation evening in the Autumn and Spring Term and an end of year report,
- In the summer term parents are invited into school to meet the setting practitioners. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. Information packs are distributed to parents at this meeting, detailing school routines and expectations.

10. Discipline and Behaviour

10.1 We will endeavour to ensure that all children feel included, secure and valued. Self-discipline is emphasised and we encourage children to take responsibility for their own actions. This is in line the school's Behaviour Policy.

11. Health and Safety

11.1 A secure, safe environment will be provided. Risk Assessments, audits and checks will comply with the school's Health and Safety Policy.

12 First Aid

12.1 In order to meet the requirements of the EYFS our Foundation Stage teacher has attended the Paediatric First Aid course and is qualified to administer treatment.

12.2 When a child has an accident at school it is important to make an accurate record of the incident. For the Foundation Stage we have our own Accident Book and First Aid kit situated in Class 1 on the windowsill at the back of the classroom..

12.3 The Accident Book provides an accurate log of the circumstances surrounding an incident, so if an insurance claim should arise the facts are all detailed. We complete the accident record as soon as possible after the accident which includes:

- full name of casualty,
- date and time of the incident,
- the nature of what happened,
- the nature of the injury,
- the treatment given,
- names of any witnesses,
- name of the person who dealt with the incident.

Then upon collection of the child either the parent or carer is asked to sign the accident record to show we have discussed the incident and they are aware of it. If a child bumped their head we then send home a head injury form with details of how to monitor their child and if they show any signs of concussion to go to Hospital.

Langar Church of England Primary School Policy Document.		
P014 Early Years Foundation Stage Policy		Page 6 of 7

Issued: 23/05/14	Early Years Foundation Stage Policy	Policy: P014
Author: J. Richardson		Revision: 000

12.4 Under the EYFS a member of staff is able to administer medication to Foundation Stage children. In order to give medication on behalf of a parent we ask the parent to provide written, signed consent, giving clear instructions about dosage and timings.

12.5 Medication given should be prescribed by a doctor, in its original packaging, and the instructions from the parent should match the instructions on the pharmacy label or packaging. We record the exact time and dosage each time the medication is given to a child. The parent is then asked to read and sign the form. Medication is stored in a safe place, out of sight and reach of children. We ensure that if a child has an epi pen we are given the correct training from a qualified medical professional.

13. Role of Staff

13.1 We support learning by providing well-planned, purposeful activities and by appropriate intervention in order to engage children in the learning process and help them to progress. The Foundation Stage is staffed by two Class Teachers who job share and a qualified Nursery Nurse. Meetings are planned to discuss activities and achievements to ensure the Early Learning Goals are being met.

13.2 The Foundation Stage has its own budget and money is spent accordingly to the area of learning needing resources to deliver the Early Learning Goals.

14. Links with other agencies

14.1 The school maintains links with other early years settings by dialogue between staff and visits between settings e.g. Fosse Five schools, Bingham Cluster Group schools, Langar Pre-School and Millfield Nursery.

15. Complaints Procedure

15.1 We welcome comments from parents and carers and appreciate early notification of concerns, which will be dealt with swiftly and amicably, initially by the Class teacher. Unresolved concerns will be referred to the Headteacher and then follow the LA complaints procedure.

16. Assuring Quality

16.1 We regularly review our practice with evaluation of resources and schemes. The Headteacher, Governor and Foundation Stage Co-ordinator will monitor the curriculum for the Foundation Stage. Classroom observations, planning and review will take place in accordance with the schools monitoring procedures.

16.2 We will keep up to date with the latest developments and innovations by attending necessary courses and reading relevant materials.

This policy will be reviewed in May 2016

Langar Church of England Primary School Policy Document.		
P014 Early Years Foundation Stage Policy		Page 7 of 7