

BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY

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Early Years Foundation Stage

The EYFS at Butterwick Pinchbeck's Endowed Church of England Primary School seeks to provide the children in their care with a positive, enjoyable and developmentally appropriate learning experience, in a safe, healthy and secure environment. The EYFS aims to develop warm, trusting relationships, and provide a stimulating, accessible learning environment, which reflect the changing needs of the children. The EYFS is committed to creating a relevant, creative curriculum and an environment which will foster interest, motivation and an excitement to learn, enabling children to develop as independent learners.

Four guiding principles should shape practice in Early Years settings.

These are:

(Statutory Framework for the Early Years Foundation Stage March 2014)

- 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.
- Working in partnership with others such as; Parents and Carers, Pre-schools and nurseries that the children have attended, and other agencies.
- Monitoring and reviewing provision, practise and outcomes regularly in order to maintain and make improvements as required.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of Reception year, and
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

The Seven Areas of Learning

There are seven areas of learning and development that must shape educational programmes in early years settings. All 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. These three areas, the prime areas, are:

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

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics

The Early Learning Goals:

The Prime Areas

1. Communication and Language:

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. Physical Development:

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

3. Personal, Social and Emotional Development:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas:

4. Literacy:

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

5. Mathematics:

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

6. Understanding the World:

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

7. Expressive Arts and Design:

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child:

At Butterwick Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion:

We value the diversity of individuals within the school. We believe that children should be treated as individuals but they should have equal access to the EYFS curriculum. Children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of our children. 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.

We strongly believe that early identification of special needs is crucial in enabling staff to support the development of each child and fully meet their needs. Concerns are always discussed with parents/carers at an early stage in an open, honest and sensitive manner and we will always seek their support and involvement. The school's SENCO is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

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;
- 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 to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- monitoring children's progress and taking action to provide support as necessary.

The EYFS sets high standards with regard to caring for the welfare of children. We are committed to the well-being of each child and keeping children safe, secure and healthy, through implementation of effective school policies, procedures and systems. EYFS are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships:

Butterwick Pinchbeck's Endowed Church of England Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

Parents as Partners:

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development.

We recognise the role that parents have played, and their future role, in educating the children. We do this by:

- Encouraging all parents to visit before putting their child's name on the admissions list.
- Inviting all parents to an induction evening in the term before their child starts school. Foundation stage staff are present, and the evening is followed up with visits by all children, to the Reception class in the summer term.
- Offering staggered entry at the beginning of the autumn term in consultation with parents.
- Encouraging parents to discuss any concerns by being available to talk to them at the beginning and end of the school day.
- Giving parents of children with special educational needs support and advice.
- Giving support to bi-lingual families and those who do not speak English.
- Inviting parents to settle their children into class and engage in shared activities at the beginning of the year, and to continue to bring their child to the classroom in the morning as long as they feel the need.
- Encouraging parents to contribute to their child's *Online Learning Journey (Tapestry)*.

- Inviting parents to discuss their child's progress at *Parent's Evenings* in the Autumn and Spring terms, and by providing a written report on their child's attainment and progress at the end of the year.
- Inviting parents to observe activities, such as phonics sessions, to enable them to support their children at home more effectively.
- Sending newsletters to inform parents about events, and ways in which they can continue to support their child's learning.
- Encouraging parents to support children with their learning in the classroom.
- Inviting parents to come and take part in various activities with their children.

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. The EYFS class teacher acts a 'Key Person' to all children in their class, supported by the Teaching Assistant.

We have good links with Butterwick Preschool and other local pre-schools. The EYFS teacher meets with staff to discuss new intake children. Staff and children from preschool are invited to school events, such as the Christmas production, and pet handling session. During the spring and summer terms, children are invited to attend transition sessions, for example, joining the Reception children for story time with their Key Person.

The Early Years Leader attends regular transition and cluster meetings to liaise with other pre-school and school settings.

Enabling Environments:

At Butterwick Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning:

Our curriculum is planned through a series of themes and topics, each of which offer experiences in the seven areas of Learning (Personal, Social, Emotional Development, Physical Development, Communication and Language Literacy, Maths, Understanding of the World, and Expressive Arts and Design). Teachers ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day. We plan a mixture of adult led, adult directed and child initiated activities.

Before entry to the school, assessments are passed on from pre-school. During the first few weeks in school, on entry assessments are carried out by the class teacher and teaching assistants, by observing the children as they play, inside and outside. These are used to plan the next steps for the children. We also encourage and value contributions made by parents and carers to children's online Tapestry Learning Journals.

We continue to make regular assessments of children's learning using a variety of approaches including observations, phonic, and maths assessments, and the use of reading and writing standards, etc. This information is used to ensure that future planning reflects identified needs.

Tapestry online Learning Journals also facilitate data collection and analysis linked to the Early Years Profile and supports judgements regarding children's attainment at the end of the EYFS.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the *Early Learning Goals*. We give opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment:

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This 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. It offers the children opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development:

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning:

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- provision for the different starting points from which children develop their learning, building on what they can already do;
- 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 range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- 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 space, facilities and equipment, including the effective use of ICT.
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play and Exploration:

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through play 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. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning:

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.' Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their

Creativity and Critical Thinking:

'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.'

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Monitoring and Review:

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This Governor will discuss EYFS practice with the EYFS leader and practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and EYFS leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

We are involved in the following monitoring and evaluation of the provision within the Foundation Stage:

- Classroom evaluation. We are involved in a series of observation sessions as part of the Performance Management cycle.
- Pupil progress meetings, evaluation of teaching and provision.
- Target setting
- An analysis is undertaken of the On Entry Assessment in September. We take part in moderation annually in accordance with County criteria. Moderation activities are also carried within school, and with other cluster schools in the local area.