

Early Years Foundation Stage Policy



The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for the Livingstone Road Infant School

Review Cycle: Annual

Responsible for Review: EHT

Next Review Date: 09/2021

Policy Statement

At our Infant School we aim to provide a happy and caring school, where children feel secure, welcome and valued. Our purpose is to ensure that “Every Child really does matter” and “deserves the best possible start in life and support to fill their true potential” (Early Years Foundation Stage Framework). We achieve these aims by ensuring our Early Years provision is a place where children’s uniqueness is valued, where all children want to be, where they feel safe and nurtured, where parent partnerships are active and highly valued and the experienced team constantly strive for excellence.

Aims

We believe that:

- Children need security, encouragement, motivation, praise and recognition of their strengths in order to learn at their very best.
- Children need to develop confidence, self-esteem and emotional intelligence, independence, perseverance, and collaboration skills in order to achieve their potential.
- Play is what children do best and therefore the most effective way to learn. It is a process through which children explore, investigate, and come to understand the world.
- Children learn best through first-hand experiences and need a stimulating environment to help develop lively, imaginative, enquiring minds.
- We promote high standards and expectations and a “Can do” attitude.
- Children benefit from Positive Partnerships between home and school. Mutual respect and dialogue will ease the transition from home or pre-school to school and support children’s future learning.

Context

We have 3 Reception classes; each class teacher in Reception has the support of a full-time Teaching Assistant. Additional support is organised on a yearly/termly basis depending on need. Reception classes have staggered timings this year, Holly and Fir Class doors open at 8.30am and ends at 2.55pm and Chestnut Class day begins at 8.40am and ends at 3.05pm.

Entitlement

At the Infant school, children begin Reception in the September of the academic year in which they are 5 unless their parents wish to defer entry until they are of statutory school age. In order to ensure effective transitions into Reception we have a staggered approach and by the start of October all children attend fulltime unless the teacher/ parent feel this is not appropriate. If you have been allocated a place in our Reception classes we will begin a series of induction processes that provide you and your child with a smooth and informative transition into our school family.

Below details an overview of the transitional processes we provide for Reception children:

Anytime	Personalised tours for families considering applying
Autumn term	Open mornings for families considering applying for a place
May	Once your child's place has been accepted we write to you with a range of dates for you and your child to come and visit the school
June/July	Teachers visit pre-school settings to meet the children where possible
July	We will ask parents to fill in a parent pack given with forms needed to be completed (medical, contacts, health, allergies etc.). We will be able to allocate children a class and give them a few tasks to begin over the summer to help them to settle in September. These tasks include sharing family photos and practicing to read and write their name.
September	<p> pudding Party: This is an opportunity for parents to visit the school setting with their child. They will meet all the children that will be working with them, play in the base, try a sample of the delicious food from our catering company Chartwells. We will ask you to sign up to 'Home Visits' at a time that suits the family. Home Visits is an opportunity for the Teachers to see the children in their 'own' environment and a chance for parents to discuss the uniqueness of their child. These visits will be completed the following week in the afternoons with the Class Teacher and Teaching Assistant while the children are in school part time.</p> <p> Stay and Play: A chance for the children to meet the Class Teacher and friends in their class. This session will be without their parent and only be for 2 hours.</p>
September	<p> Staggered start:</p> <p> Week 1: Pudding Party and Stay and play sessions 9am – 11am</p> <p> Week 2: 9am – 12.30pm (staying for lunch)</p> <p> Week 3: 8.30 am– 14.55pm / 8.40am – 15.05pm (full time)</p>
October	Parent Consultations

The Early Years Foundation Stage Framework (EYFS)

The Early Years Foundation Stage is delivered through the framework. We pay high regard to the whole of the EYFS: the Four Themes, the Welfare Requirements and continual quality improvement. The following pages demonstrate some ways by which we deliver the Early Years Foundation Stage framework.

THE 4 THEMES	WHAT DOES IT MEAN TO US?	WHAT DOES IT LOOK LIKE IN SCHOOL?
The Unique Child	<ul style="list-style-type: none"> • Every child is a confident learner from birth, who can be resilient, capable, confident and self-assured. 	<ul style="list-style-type: none"> • “Children at the heart of all we do” • Support and challenge for all children • Individualised ‘Learning Journals’
Positive Relationships	<ul style="list-style-type: none"> • Creating strong, secure and caring relationships with all our children alongside respectful and open partnerships with parents and carers. 	<ul style="list-style-type: none"> • Consultations and workshops throughout the year • Parent contributions to Learning Journals, WOW moments • Open door policy • Working with other professionals and experts beyond school
Enabling Environments	<ul style="list-style-type: none"> • Our high quality learning environment both indoors and out stimulates, supports and challenges children. • Our first rate resources and adults within the environment are critical in order to support the learning and development of each child. 	<ul style="list-style-type: none"> • High quality resources inside and out • A full time teacher and teaching assistant with flexible provision • Clear, accessible well organised learning areas that promote the learning. • Individual Learning Journeys for each child
Learning & Development	<ul style="list-style-type: none"> • Children learn in different ways and at different rates. • Play underpins all development and learning for young children in creativity, socially, physically, emotionally and intellectually. It stimulates, entices and motivates children to explore and learn in a fun way! 	<ul style="list-style-type: none"> • Exciting and enticing learning projects • Child Initiated Learning – where the children plan their own projects and activities. • Adults who meet the learning & development needs of each child • Hearing and responding to each child’s voice • Play based approach, active & fun!

There are seven areas of Learning and Development. They are organised into three Prime and four specific. The Prime areas all closely link with one another and are central to all the other areas of learning and development. They represent the earliest stages of development and are critical for influencing later successes in life. It is essential for children to acquire these skills by the age of five as they become more difficult to acquire later on and may hold a child back in other areas of development. Our Reception team aim to provide an exciting, play based curriculum. We support all children to develop their personal, social and emotional wellbeing alongside developing a positive attitude to learning, this threads through all areas of learning:-

The curriculum is centred on 3 prime areas of learning:

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

We also support activities through four specific areas, which strengthen the prime areas. These are:

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

Characteristics of Effective Learning

The Early Years Foundation Stage framework values that children develop through the seven areas of learning and development at different rates. How well they develop can be determined by how successfully they engage with other people, their environment and how self-motivated they are as a learner. This engagement underpins learning and development across all areas and highlights how effective and engaged the child is as a learner. This is known as the Characteristics of Effective Learning and there are 3 key areas the table below demonstrates the learning skills a child needs to develop in order to become a successful learner:

Characteristics of Effective Learning	Skills being developed
Playing and Exploring	Engagement: Finding out, having a go, being willing, connecting known ideas, pretending & taking a risk
Active Learning	Motivation: Concentration, focus, persistence, enjoyment, effort, attention to detail, satisfaction in reaching goals
Creating and thinking critically	Thinking: Problem solving, creating own ideas, planning, selecting resources equipment, adapting & reviewing

Implementation

At our Federation we feel play opportunities are crucial and an effective vehicle for learning. We use objectives from the Early Years Foundation Stage framework to plan fun and exciting child initiated and teacher directed play activities. We recognise the importance of the indoor and outdoor environment to stimulate and encourage learning and thinking.

The seven areas of learning support, foster, promote and develop children's wellbeing and development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum, which allows children to make many links between what they are learning. There is equal weighting and value to all areas of Learning and Development.

Communication and Language Development-

The key skills will develop confidence in communication, speaking, listening and understanding in a variety of settings and purposes.

Physical Development –

Will improve the skills of co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of wellbeing.

Personal, Social and Emotional Development -

This is crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. The school uses the Jigsaw curriculum to support our teaching of PSE.

Literacy-

Learners will have a wide range of books read to them and will read simple texts for which are appropriate to their level. Familiar books and the use of Talk for Writing (actions to a story) will help learners rehearse phrases and interesting vocabulary that will become part of their own speech and ultimately writing. They will also be provided with a range of opportunities for writing and mark making for a variety of purposes within the classroom, shared zones and outdoor area. The school uses the Read Write Inc. scheme to support our teaching of phonics.

Maths -

We will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Understanding of the World –

Crucial skills of problem solving, exploring and understanding will help them to make sense of the world and communities and develop a vast technological awareness. Foundations are developed for the later teaching of Science, Design and Technology, History, Geography and Computing.

Expressive and Creative Arts-

Creativity is fundamental to successfully enhancing all other areas of learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will allow them to share their individuality and express themselves through art, music, dance, role-play and imaginative activities.

COMMUNICATION and LANGUAGE

- Listening, talking, acting, questioning
- Explaining ideas
- Developing and understanding for new words and things

PHYSICAL DEVELOPMENT

- Fine motor skills: cutting, drawing, mark making
- Gross motor skills: climbing, balancing, core-stability, co-ordination, special awareness and agility
- Throwing, catching
- Dressing, personal hygiene

PERSONAL, SOCIAL, EMOTIONAL

- Behaviour, feelings & attitudes
- Taking turns & problem solving
- Caring & valuing for myself and others
- Relationships, co-operation & independence
- Concentration, motivation

LITERACY

- Sharing stories and rhymes
- Puppet shows and imaginative small world and role play
- Phonics sessions
- Mark making and writing

MATHEMATICS

- Naming and using numbers
- Calculating & problem solving
- Shape, measures & space
- Patterns. games. songs

UNDERSTANDING THE WORLD

- Investigating, exploring, comparing, observing, questioning
- Finding out about our lives past and present
- Information technology
- Exploring places around us
- Cultures and beliefs of our own and others
- Similarities and differences, likes and dislikes

EXPRESSIVE ARTS AND DESIGN

- Imagining, role playing, expressing
- Creating, drawing, painting, sculpting
- Designing, making, constructing, adapting
- Singing, creating sounds, using instruments
- Dancing, moving

Planning

In EYFS we plan using the 7 areas of learning. We work carefully as a team and use the Early Learning Goals and developmental age bands to plan. The activities we offer are a mixture of Adult led, independent activities and from the children's ideas. We plan tasks that scaffold and extend children's knowledge and understanding by providing first-hand experience and opportunities for independence, decision making and problem solving.

Planning documents reference:

- A broad range of assessments that identify children's needs
- The Early Years Foundation Stage Framework, including the Characteristics of Learning
- Read Write Inc phonics scheme
- Jigsaw (PSHE)
- The National curriculum where appropriate

Child Initiated Learning

Child Initiated Learning empowers the children to make their own decisions about how best they learn, their likes and dislikes, and develops co-operation and collaborative learning – all important life skills for the future.

Opportunities for children to access and enhance their knowledge in all of the above curriculum areas is continually available in classrooms, shared zones and outdoors, as well as through guided adult led and child initiated sessions.

Observations and assessments are continually based around Child Initiated Learning, which is referred to as 'planning' (plan, do, review) or 'choosing'. The Early Years Foundation Stage Profile Handbook defines 'child initiated' as "the action of a child choosing to extend, repeat or explore an activity. This activity may or may not have been introduced or prompted by an adult. It is the child's innovation within the activity, which is important, and an adult may be present and may be supportive but not directive. It provides an important insight into the depth of a child's learning".

This time is carefully planned to ensure that the learning reflects both the project being covered and the children's interests. Choices are monitored to ensure breadth of learning opportunities accessed by individual children.

The adults interact sensitively with children to support their thinking and learning. They also observe what the children are doing so that we can plan for the children the next session, day or next week.

Assessment and Recording

We are aware that the assessment of young children is complex due to their many and diverse learning patterns. Each Teacher and Teaching Assistant, therefore, conducts informal on going assessments of all children throughout the year, including "bubble ups".

Assessments are made on the Teacher's and Teaching Assistant's accumulated knowledge of the whole child. The team carry out regular informative assessments, such as observations and photographs, which build up the unique Learning Journal record for each child's development. This information is entered into target tracker half-termly. The Year Leader moderates the judgements and analyses the data half-termly. Monitoring of levelling occurs every half term to ensure consistency and breadth of evidence across the cohort and teaching staff. Links with the Year 1 team take place if a child is exceeding the EYFS curriculum and is beginning to work within the National Curriculum levels.

Monitoring and Evaluation

Monitoring provides an overview of the continually developing Early Years provision. Evaluation of the main findings informs future action planning, target setting and INSET based on school needs. This is to ensure the highest standards of provision.

Monitoring and evaluation is carried out in a variety of ways including:-

- action planning leading into the School Development Plan
- self-review which leads into the School Evaluation Form
- scrutiny of children's work and learning Journeys
- monitoring of planning
- monitoring of children's progress/ data analysis
- internal moderations including lesson observations of teaching and learning
- appraisal of teaching assistants
- performance management of teaching staff

The Early Years Foundation Stage Leader oversees the quality of provision in liaison with the Head of School, Governors, Senior Leadership Team, Inclusion Leader, Hamwic and the EYFS LA Advisor. This ensures that high standards in learning and teaching in the Early Years are maintained.

Inclusion & Special Education Needs

Early Years pay high regard to the SEN & Inclusion Policy. The Inclusion Leader has the following role for whole school including Reception children.

- Early identification
- Liaison with multi-agencies & LA Specialist Support team
- Completing referrals
- Organising specialist training where needed
- Educational, medical or behavioural plan reviews
- Additional levelling criteria from links with local Special School
- Liaison with Federation Inclusion Leader

Working with others, networking, sharing and multi-agencies

At our Federation we believe that in order to support our children effectively we need to access advice, support and expertise from specialist individuals, networks or agencies and LA advisors. It is crucial to share good practice and ideas between schools, Children's Centres, nurseries and specialist support teams.

Parental Involvement

We are committed to involving the parents in their child's development at school, be it academic, social or emotional. We see our parents as important partners in education and work hard on many levels to involve and include them.

Before children start school we;

- Invite parents and their children to visit our Federation so they can see the school at work and understand the Federation vision in order that parents can make an informed choice when selecting their child's first school.
- Send invitations to new parents events including the Pudding Party that is held in September. Teachers visit all pre-school settings to meet new children.

- Children and parents complete Summer Home Learning tasks to help the adults and children in school get to know the child's interests
- Home Visits to see the child in their own environment and to discuss in more depth specific information about the Federation, talk specifically about their child and answer any questions they may have

Once they start school we;

- Offer various methods to support learning at home
- Send home phonic sounds and Tricky Words so that children can share what we are learning
- Hold parents evenings to share how their child has settled in and how they are progressing.
- Parents can share achievements outside of school, which will contribute to their assessment and the 'bigger picture'
- Send home Pre-Learning on Fridays to help prepare the children for the week ahead
- Use an app called Marvellous ME to celebrate their child's successes and share what they have been/will be learning in school

Equal Opportunities

Early Years pays due regard to Equal Opportunity Policy.

Health and Safety (see Health and Safety Policy)

All staff adheres to the school's Health and Safety Policy. In Early Years we aim to develop awareness within our children of their responsibility towards Health & Safety, such as Health & Safety monitors for outdoor play, carrying scissors appropriately, sun safety and Stranger Danger.

The Welfare Requirements:

We follow the Statutory Welfare Requirements that focus on Safeguarding & Promoting children's welfare; Child protection, Suitable people, Staff qualifications, training, support and skills, Key person, Staff: child ratios, Health, Managing behaviour, Safety and suitability of premises, Environment and equipment, Special educational needs, Information and records. The joint review with the Local Authority Childcare Officer ensures we meet the guidance set out in the Statutory Framework.

Transitions to Year One

EYFS and Year 1 teams are closely linked, this enables a smooth transition from EYFS into Key Stage 1 and information on each child's personal and social skills and their academic levels is shared.