

Stroud Green Primary School



Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Early Years Foundation Stage Policy

Policy Originator	Jo Bartlett
Governor Responsible	Curriculum Committee
Status	Non-Statutory
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Signed	

Context

The curriculum for Early Years and Foundation Stage (EYFS), covering Nursery and Reception years, is based on the understanding that children develop rapidly during this stage of their learning – physically, intellectually, emotionally and socially. It is the base on which children build the rest of their lives and it is not viewed as simply a preparation for the next stage of development.

Children in the Foundation Stage learn best through staff providing experiences that build on and extend the child's own interests and experiences. Playing, observing, talking and listening are the main ways through which children learn about themselves and the world around them.

Early Years Education Pedagogy

There are four principles that underpin all pedagogy applied within the EYFS. These are:

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

The early years experience builds on what children already know and can do through planned, purposeful activities that engage children in the learning process.

The Early Years team:

- structures the curriculum to meet children's individual needs;
- creates a learning environment both indoor and outdoor that is well-planned, organised, stimulating and promotes independent learning;
- ensures that children feel secure, included and valued;
- provides rich and stimulating experiences;
- values parental cooperation;
- has a key person who provides a link between home and school;
- initiates developmentally appropriate planned activities;
- values child-initiated activities.

Teaching and learning

All aspects of children's development are of equal importance and are interlinked. The Early Years curriculum provides both child-led and adult led activities and experiences in both planned and unplanned contexts.

There are seven areas of learning, three *Prime* and four *Specific* areas, in addition to the *three characteristics of learning*. All staff develop pupils by ensuring challenging, playful opportunities across the 'prime' and 'specific' areas of learning and development. The *prime areas* begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

The Characteristics of Effective Early Learning

The characteristics of effective learning are the factors which play a central role in children's development and reflect the different ways that children learn.

Playing and exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

Prime Areas

The prime areas are fundamental to a child's development throughout the EYFS. They are:

Personal, Social and Emotional Development

- Making relationships, developing self-confidence, independence and self-awareness

Physical Development

- Moving and Handling and Health and Self-care

Communication and Language

- Listening and Attention, Understanding and Speaking

Specific Areas

The specific areas include essential skills and knowledge for children to participate successfully in society. They are:

Literacy

- Reading and Writing

Mathematics

- Numbers and Shape Space and Measure

Understanding the World

- People and Communities, The World and Technology

Expressive Arts and Design

- Exploring and Using Media and Materials and Being Imaginative

Play

It is through a stimulating indoor and outdoor environment and the process of play where children explore, investigate, recreate and understand the world in which they live. It is a vital component of children's lives and is the medium through which skills can be explored, developed and practised.

English as an additional language (EAL)

Children for whom English is not their home language will engage in activities and first hand experiences that do not depend solely on the English language, their participation will reveal what they know and can do in the security of their home

language. As soon as possible, staff will ascertain a child's prior language and any previous education experiences.

There are three aspects to the assessment of EAL children:

- Development in their home language;
- Development across areas of learning that are not reliant on English language skills for assessment;
- Development in English (Early Learning Goals for Communication and Language and Literacy are assessed in English).

Staff will observe the EAL child over time in order to quantify assessments and raise questions with the parents (or a bilingual support assistant/translator) to be confident about what the child knows and understands.

Whenever opportune, the Early Years environment will reflect and celebrate EAL children's cultural and linguistic heritage within its setting.

Equal Opportunities

We need to respect and value the children's racial origins, cultural and linguistic backgrounds, religion, family groupings, gender, class and ability/disability. We encourage girls and boys to participate equally in all activities and to ensure that the girls have opportunities for active, challenging play and the boys to develop their caring and imaginative skills.

Planning

At Stroud Green we refer to the "Development Matters" statements provided by the EYFS non statutory guidance material (2013) to inform our planning. All seven areas are carefully planned for providing a stimulating, broad and balanced curriculum, offering a range of contexts indoors and outdoors within which children can learn, recognising that children have a range of learning styles. We value and promote independent learning, encouraging children to make their own decisions, as well as co-operation and partnership between individuals and opportunities to learn from others.

The curriculum is delivered using a play- based approach as outlined by the EYFS. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child initiated activities. We plan a balance between children having time and space to engage in their own child initiated activities and those that are planned by the adults. During children's play, practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

The Outdoor Environment

The outdoor environment offers enormous opportunities across all areas of learning and children can select from a range of activities during the day. Staff set up the learning environment to mirror and extend planning indoors for all areas of development to provide rich and varied learning experiences:

- Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.

- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses and be physically active and exuberant.

Assessment

An informal baseline will be carried out upon entry to the Nursery and Reception. This will be used to advise the school of each individual child's starting point. Assessment is carried out through observations - both informal and planned. The vast majority are made whilst the child is involved in child-initiated experiences. Assessment is based primarily on observation of daily activities and events. All staff will record the behaviours which demonstrate spontaneous, independent and consistent learning across a range of contexts.

Staff will also take into account a collection of perspectives:

- those of the child
- parents/carers
- other adults who have significant interactions with the child.

The primary uses of the EYFS data are:

- to track progress of children as they move through Nursery and Reception
- to inform parents about their child's learning and development against the Early Learning Goals in Reception and the characteristics of effective learning;
- to support a smooth transition to Key Stage 1 by establishing a professional dialogue between EYFS and KS1 teachers;
- to support Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

We use the Target Tracker assessment system to record formative and summative assessment.

Supervision

EYFS practitioners record supervision meetings each term.

Supervision provides opportunities to:

- discuss issues – particularly concerning children's development or well being;
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness.

Admissions and Settling

Nursery

There is staggered entry into the nursery, children start in small groups, and by mid October all children are admitted. There are part-time free sessions (15 hours) and the opportunity to add on fee paying sessions to have full-time place. All children are allocated a Key Worker.

Reception

When moving from Nursery to Reception children are assigned to the two Reception classes based on number of siblings, age and gender to create a broad, inclusive

mix of pupils. There will be a staggered start to Reception to ease their transition to the main school in a positive way.

Staff will make links or visit, where possible, with the previous settings the children may have come from.

Role of Parents

We believe that an effective partnership between the Early Years Foundation Stage team and parents/carers has a positive impact on a child's development and learning. Parents/Carers will have a home or school visit before their child begins school is part of the induction process to share information about the child and the setting.

There are meetings each term to discuss children's progress, to share their achievements and areas of focus for future development following their child's focus week. Parents/Carers are invited to contribute to their child's special book throughout the year and share the child's progress and interests at home.

Parents/carers are also encouraged to come and take part in activities/workshops to share their child's learning and develop their knowledge on how to support their child away from school.

Transition

At the end of the Summer Term, staff meeting time is arranged for the Early Years and Key Stage 1 teachers to discuss the transition of the pupils from Nursery to Reception and from Reception to Year One and to formally hand over all assessment data (see Transition Policy for full detail of programme).

SEN/D

Developmental and health issues can sometimes be first noticed in Early Years. Any observations recorded by staff would always be discussed with parents/carers and any appropriate multidisciplinary referrals would only be made only after consultation with parents/carers (unless it would endanger the child to do so).

This policy should be read in conjunction with the Statutory Guidance for the Early Years (EYFS) Framework (2014) and other key policies:

- Child protection Policy
- Health & Safety Policy
- Transition Policy
- Teaching and Learning Policy
- SEN/D Policy
- Behaviour and Anti-bullying Policy
- ICT Policy
- Data protection
- Intimate care Policy
- Staff handbook