



School Policy for **The Early Years Foundation Stage**

The EYFSP sets the standards that all early years practitioners must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

A curriculum for the foundation stage seeks to provide learning opportunities based on first hand experiences. It covers a wide ranging framework which will be met by a structured and varied curriculum which understands how children in the foundation stage learn; particularly through play, discussion and practical activities. Children are encouraged to make choices which will expand as well as enrich their own individual interests.

Aims

- To provide a broad and balanced curriculum which promotes the following areas of learning:
 - Personal, Social and Emotional Development
 - Physical Development
 - Communication and Language
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Art and Design

- To provide opportunities for children to learn and develop skills, attitudes, knowledge and understanding in order to equip them for the transition towards Key Stage 1 of the National Curriculum.

- To provide children with a safe, secure and trustworthy environment which ensures their welfare and wellbeing, thus enabling them to develop confidence as individuals.

Areas of Learning

There are seven areas of learning that must shape educational programmes in early years settings. All areas of learning and development are important and interconnected. 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.

Children must also be supported in four specific areas, though which the three prime areas are strengthened and applied. The specific areas are:

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

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with the opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Art and Design involves enabling children to explore and play with a wide range of media and material, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. As children grow older and as their development allows, it is expected that the balance of adult-led and child-initiated activities will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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.

Organisation

The class teacher is responsible for each child in the Foundation Stage. The class teacher and teaching assistant work closely together to meet the needs of all the children in their care. There is a balance of adult-led and child-initiated or freely chosen activities delivered through indoor and outdoor provisions.

Settling in

Children should feel safe and happy in the absence of their parents. They should see other adults as a source of authority, trust and support.

In order to accomplish this, various strategies are put in place.

Where possible, the Foundation Stage teacher and Teaching Assistant will visit new children at the play group, or in their pre-school setting. By doing so, the children are meeting the teacher and Teaching Assistant within an environment which is already familiar and in which they are relaxed, happy and confident.

The school arranges induction days for the children to spend time in their new classroom, getting to know the school, other children, staff and daily routines. The children receive a welcome pack containing information for parents about their child starting school and activities for the child to complete at home.

Children cannot play or learn successfully if they are unhappy or anxious. Our settling in procedures aim to help children to feel comfortable, confident, and above all, look forward to coming to school.

Behaviour

Children play and learn most effectively in an environment where everyone knows what is expected of them and where they are free to develop self-discipline and self-esteem in an atmosphere of mutual respect.

In order to achieve this, all adults provide a positive model for children. Desirable behaviour such as kindness, helpfulness and willingness to share are always praised and, where appropriate, rewarded.

When children behave in an unacceptable way, reasons are made clear by means of explanation rather than personal blame. Children are never sent out of the classroom as a result of misbehaviour. Instead, it is made clear that it is the behaviour, not the child that is unwelcome.

Please read in conjunction with the schools Behaviour policy.

Equal Opportunities and children with addition needs

In line with the school's Equal Opportunities Policy, no child in the EYFS class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, family background, special educational needs and disability, gender or ability. We provide a safe and supportive learning environment at our school, where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs.

Please refer to the school's SEND policy.

Assessment

Within the Foundation Stage, a large amount of assessment of children's development and learning takes place through short and extended observations. Assessment also takes place through child-initiated discussions and further evidence of learning and development is presented through photographs. Parents are asked to contribute to their child's Learning Journey to show what they can do at home. All of the evidence collected will go into each child's profile (My Learning Journey) which will be accessible to the teacher and the Teaching Assistant. The teacher and Teaching Assistant will use this information to track their progress throughout the year.

At the end of the Reception year all the children's progress is assessed against the Early Learning Goals. It will be indicated whether children are meeting the expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The Profile is also shared with parents and/or carers, and opportunities are provided for parents and/or carers to discuss the profile with teachers at parent evenings.

Safety

The safety of children is of paramount importance. In order to ensure the safety of both children and adults, all children are supervised by adults at all times and are always within sight of an adult. Equipment is cleaned and checked regularly and any broken items repaired or discarded. Fire doors are never obstructed. Fire drills take place regularly with all children aware of procedures. All dangerous materials such as medicines and cleaning products are stored out of children's reach.

If a parent/carer fails to collect a child at the appointed time, the school will telephone the parent/carer and if no reply is received the child will be cared for in the after school club.

Please read in conjunction with the schools safeguarding policy.

Selecting equipment and toys

Equipment and toys encourage children to explore and develop new skills and concepts and are always appropriate to the ages and stages of the children. They offer challenges to developing physical, social, personal and intellectual skills and feature positive images of people from a range of ethnic and cultural groups, with and without disabilities.

All equipment enables children to develop individual potential and conforms to all relevant safety regulations.

All the resources and areas are checked on a daily basis. An outside audit sheet is completed daily. Risk assessments are completed accordingly.

Mobile phones and cameras/recording devices

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones/devices and cameras in the EYFS setting at All Saints Academy:

- Personal mobile phones, cameras and video recording equipment cannot be used when in the presence of children on school premises.
- All mobile phones must be stored securely out of reach within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings around the grounds when children are present.
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. School equipment only should be used.
- All telephone contact with Parents/Carers should be made on the school telephone.
- During group outings, staff may carry their own phones in their bags but they should only be used in emergencies.

This policy is subject to review in the light of further developments and initiatives.

February 2020

Review date September 2020 – To incorporate the new ELG's and Development Matters.