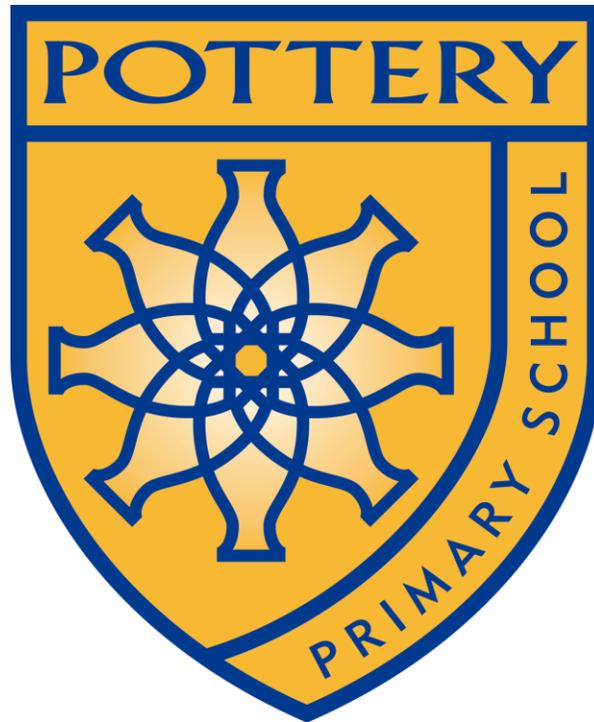


Early Years Foundation Policy



Sept 2017 EC

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The Children at Pottery School begin attending full time in the Autumn Term of the year they turn five; Our Early Year’s policy describes the framework upon which the beliefs and practice of this school are based; it follows the curriculum guidelines from EYFS and Every Child Matters guidance. This policy should also be seen in conjunction of other relevant whole school policies including Safeguarding, Teaching and Learning, Assessment, Risk Assessment and SEND.

The EYFS is based upon four principles:

- **A Unique Child**
Ensure that all children have access to the curriculum and make progress commensurate with their developing abilities, irrespective of their gender, ethnic, social or religious background or special educational needs.
- **Enabling Environments**
Secure a broad and balanced curriculum that fosters the intellectual, emotional, physical, spiritual, moral, social and cultural development, and well being of all children.
- **Learning and Development**
Enable children to learn and develop skills, attitudes and understanding that prepare them for continuing education.
- **Positive Relationships**
Enable children to make an effective transition from home to school.

A Unique Child

At Pottery School we know effective learning takes place where children learn through play based activities and are given first hand experiences within which they can explore and experiment. Every child deserves the best possible start in life; we aim to achieve this by looking at what the children can do and supporting them to fulfill their potential. At Pottery School we provide a broad based curriculum that ensures all our children reach their full potential in all areas of development and at their own pace. Each child is unique and is valued as an individual. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as Child of the Week and Gold Cat and Gold Bear rewards system, to encourage children to develop a positive attitude to learning.

Enabling Environments

At Pottery School we recognise that the environment plays a key role in supporting and extending the children's development. We ensure all children feel safe, secure, valued and confident. Also that learning is fun and rewarding and that they are making appropriate progress. Opportunities are given to ensure each child can practise, consolidate and extend previous learning and experiences. This is achieved through ensuring they are involved in practical activities, enquiry and purposeful play both in the classroom and through using learning outdoors. They practise and build up ideas, and learn how to control themselves and understand the need for rules, through developing warm and secure relationships between children and adults. We encourage all children to become independent learners and take an increasing responsibility for their own learning, as well as adult – led experiences. 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.

Learning and Development

The Teaching Staff have a high expectations based on each child's ability and plan effectively as a team to ensure activities are purposeful. We value all areas of learning and development equally and understand that they are inter connected. There is a balance of self-chosen, adult initiated and directed activities during the day. Staff work directly with the children both formally and in play based activities. There is a good use of space, materials and equipment and all staff are flexible and will explore opportunities that occur spontaneously. Children have full access to and use of the inside and outside environments.

Independent Learners

We recognise and cater for the needs of the individual child to be self-motivated and independent learners so that they may reach their full potential. This is done through the use of challenges and self-initiated activities that allows the children to access tasks and to make choices about their own learning whilst ensuring they have a wide range of opportunities to meet the requirements of the EYFS profile.

Positive Relationships

At Pottery School we work together to form positive home school links. We continually aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are the children's first and most enduring educators and we recognise the role the parents have played and their future role as part of a partnership in helping their child to learn and achieve their best.

Organisation and the Learning Environment

In Reception there is provision for up to 45 children, which are organized into two main registration groups. However there is flexibility in the groupings to meet the numbers on role, which may require a mixed Year 1 / Reception class, depending on the intake numbers for a given year.

The Foundation Stage comprises of 2 Reception classes that work across a shared base that are staffed as a minimum to ensure necessary ratios are met:

- 2 Class teachers
- 1 Teaching Assistant

KEY PERSON:

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

A key person is:

- A named member of staff who has more contact than others with the child
- Someone to build relationships with the child and parents
- Someone who helps the child become familiar with the provision
- Someone who meets children's individual needs and care needs
- Someone who responds sensitively to children's feelings, ideas and behaviour
- The person who acts as a point of contact with parents

At Pottery the key persons are the Early Years class teachers. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with the class teaching assistant.

There are two classrooms and an outdoor area. There is also a toilet block and a wet area. Reception has access to the Library and the IT suite.

The style of teaching and organisation of the curriculum changes gradually over the year as the children develop. The team meets weekly to plan the provision for the following week based on a half termly topic. We plan activities, challenges and resources for the children to access both indoors and outdoors that help the children to develop in all areas of learning.

Teaching and Learning Styles

Our policy on teaching and learning defines the features of effective teaching and learning in our school.

Play

"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 confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

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.

Health and Safety

At Pottery School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. These may be written for individual children and can be linked to any issue including behaviour or situation including school visits.

In line with the EYFS statutory framework 2014 and the whole school policy, we ensure that there are systems in place so that medicines and the systems for obtaining information about a child’s needs for medication are kept up to date. Training is provided for staff where the administration of a specific medicine requires medical or technical knowledge. These include inhalers, epi-pens and diabetic pump. These medicines are supported by a letter or care plan from the medical profession. We do not administer any other medication and parents are requested to arrange for their child to take other medications outside of school hours or to allocate someone to come and administer it if need to during school time.

At Pottery a written record is kept each time a medicine is administered to a child. There is ongoing dialogue with parents.

All staff ensure any medication they require themselves is kept out of reach of children at all times.

As part of ensuring we keep the children safe the following school policies and procedures are adhered to:

- Whole school safeguarding policy including recruitment and whistle blowing.
- Whole school fire evacuation policy
- A paediatric first aider is accessible at all times in the EYFS base and a record of accidents and injuries is kept, reported and addressed.
- No photos are taken on any personal mobile phones /cameras. School cameras and tablets

that are used are not for staff own personal use and must be stored securely within school at all times.

- Fresh drinking water and fruit is freely available.
- Children's special dietary needs are recorded and acted upon when required.

Parents as Partners

We support this through:

- Inviting them to a Parent's Meeting, held in July, about their child starting our school in September
- All children are invited to spend time in school before starting in September. The children have the opportunity to spend time with their teacher during two transfer afternoons in July.
- To ensure staff have a good knowledge of the child both at home as well as at school the Pottery Proud Stars support parents to share their child's successes at home and to celebrate them in school as well.
- There is an effective open door policy in school where parents are encouraged to be actively involved in their child's school experience. We encourage parents to talk to the child's teacher if there are any concerns or worries.
- Morning meetings at the beginning of each term allow parents to find out what is happening in the next term and to ask any questions about teaching and learning and how they can help support their child.
- Reading records and tasks are sent home regularly and there is an expectation that parents support their child in completing these and encouraging them to be good learners.
- Parents are offered regular opportunities to discuss their child's progress or concerns in termly parents evening where all areas of the profile and development can be fully discussed.
- Parents receive a report on their child's attainment and progress at the end of the school year based around the EYFS Profile.

Transition from Pre -school to full time Education

We support this through:

Our aim is to establish a smooth and successful transition to school. This is facilitated by

- Visits to partnership pre-school settings (where possible).
- Liaison with outside agencies and Preschool provision: to support all children including those with special needs or disabilities. This ensures a smooth transition and transfer of information.
- Visits to our class base are held at the school in the summer for all children prior to starting Reception class.
- A welcome New Parents/ Information Evening in the summer term prior to starting. Parents are asked to complete a starting school booklet, to share information about their child with the Reception Team.
- One intake in September, which is staggered for the first two weeks, this supports the transition and settling of all children in the year group.

Community

At Pottery School we value the diversity within our school and community and recognise the need to build a positive community spirit and understanding of all children and adults in the school.

Where possible the younger children are given opportunities to interact with the older pupils: They have older children who are their “buddies” at lunchtimes and for reading to encourage inclusion and understanding of the school as a whole. They attend infant assemblies and year group assemblies where all children are valued and an equal as part of the community where everyone has their part to play.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

- | | |
|--|-------------------------------|
| 1. Personal Social and Emotional Development | 1. Literacy |
| 2. Physical Development | 2. Mathematics |
| 3. Communication and Language | 3. Understanding of the World |
| | 4. Expressive Arts and Design |

PERSONAL. SOCIAL AND EMOTIONAL DEVELOPMENT

These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. The school fosters and develops relationships between home and school. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Through this children are able to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources. They include establishing positive attitudes towards a healthy and active way of life.

COMMUNICATION and LANGUAGE

These outcomes cover important aspects of language development and provide the foundation for literacy. Children must be helped to acquire competence in speaking and listening as soon as possible making use, where appropriate of extending and enrich the children’s vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. These areas of learning make a vital contribution to the successful development of literacy.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, letters and sounds sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS

These outcomes cover important aspects of mathematical understanding and provide the foundation for Numeracy. Coverage is through practical activities and using and understanding language in the development of simple mathematical ideas.

UNDERSTANDING THE WORLD

These outcomes focus on children's developing knowledge and understanding of their environment other people and features of the natural and made world. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology. They provide a foundation for historical, geographical, scientific and technological learning.

EXPRESSIVE ARTS and DESIGN

These outcomes focus on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways:

All areas are delivered through a balance of adult led and child-initiated activities. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other.

All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it.

We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning for example; to meet the needs of boys and girls, children with special educational needs or disabilities,, children who are more able, children on Free School Meals and children of different ethnic groups. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

EARLY YEARS FOUNDATION STAGE ASSESSMENT

As each child enters the Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Within 4 weeks of the child starting school a 'baseline' assessment is completed.

Expected Standards for Baseline:

40-60 months = In line with 'Age Related Expectations'

30-50 months = Below 'Age Related Expectations'

Any other lower age band below = significantly below 'Age Related Expectations'

Formative Assessment

As the year progresses development and progress in all areas of development is continually assessed. Examples of children's learning, showing their individual level and stage of development are built up throughout the year for all areas of the profile. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, photographs, staff notes or by use of tablet, using the recording programme.

Expected Standards for End of Year:

ELG = In line with 'Age Related Expectations'

40-60 months and below = Below 'Age Related Expectations'

Good Progress = Child achieves ALL 12 ELGs from all 3 prime areas and literacy and mathematics.

Assessment Cycle

Baseline by October

Termly Data collection: December, March and June.

Summative Data

Children are assessed continually throughout the Reception Year and at the end of the foundation stage using the EYFS Profile to give a final outline of their progress. Each child in the Reception Class is assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTED or EXCEEDING.

Individual Education Plans and Pen Portraits are produced termly for each child with a special educational need and these are reviewed regularly. Assessment and observations inform our planning enabling us to complete the profiles and to deliver a curriculum that is specific to the children's needs.

Parents

Parents are included in their child's learning journey via reading record book, homework, termly parents meetings and the website. Parents are also able to view their child's Learning Journey on request. We have 2 formal parents' evenings and an open afternoon and evening during the year. Parents are also informed of their child's progress via the annual written report, based on the EYFS Profile.

School reports are written at the end of the year and parents are given the opportunity to discuss these with the teachers. These successfully summarise development within each area against each ELG (early learning goal).

Equal Opportunities and Inclusion

We give our children every opportunity to achieve their best. In the EYFS we set realistic and challenging expectations that meet the needs of our children. All children have an equal entitlement to an effective Early Years Curriculum regardless of gender, race, culture, religion, disability and special or medical needs. 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;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand how to keep safe. We provide children with information and opportunities to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Welfare and Safeguarding

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Pottery Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to and endeavour to meet all these requirements:

- 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.

Role of the Early Years Leader

It is the role of the Early Years Leader: -

- to oversee the delivery of Early Years Curriculum and to ensure good progression and development.
- to monitor and evaluate planning, teaching and quality of delivery within the EYFS curriculum.
- to keep abreast of developments within Early Years and carry out / arrange for, staff training as and when required.
- to monitor and update resources from a given budget.
- to promote liaison with and support Pre-school establishments within the Partnership link.

This policy will be presented to staff and Governors. It will be reviewed regularly in light of any necessary changes and presented to Governors for approval.

This Policy was updated by Mrs. E Campbell
September 2017

Footnote: where this policy refers to parents it is parent/guardian/carer

