

Early Years Foundation Stage Policy

1 Introduction

- 1.1 The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year. Melbourne Infant School has a one point entry in September.
- 1.2 The Early Years Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Foundation Stage Profile that set out what is expected of most children by the end of the Early Years Foundation Stage.
- 1.3 Children joining Melbourne Infant School have already learnt a great deal. Many have attended one of the pre-school settings that exist in our community.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment.

2 Aims and objectives

- 2.1 The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:

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| Communication and language | 1. Listening and Attention |
| | 2. Understanding |
| | 3. Speaking |
| Physical development | 4. Moving and Handling |
| | 5. Health and Self Care |
| Personal, social and emotional | 6. Self Confidence and Self Awareness |
| | 7. Managing Feelings and Behaviour |
| | 8. Making Relationships |
| Literacy | 9. Reading |
| | 10. Writing |
| Mathematics | 11. Numbers |
| | 12. Shape Space and Measures |
| Understanding the world | 13. People and Communities |
| | 14. The World |
| | 15. Technology |
| Expressive arts and design | 16. Exploring Media and Materials |
| | 17. Being Imaginative |

3 Teaching and learning style

- 3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching and learning in Key Stage 1.

3.2 The more general features of good practice at Melbourne Infant school that relate to the Early Years Foundation Stage are:

- The partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- The carefully planned curriculum that help children achieve the EYFSP by the end of the Early Years Foundation Stage.
- 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 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 space, facilities and equipment, both indoors and outdoors.
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents.
- The good relationship between our school and the pre-school settings in which the children have been learning before joining our school.
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it.
- The regular identification of training needs for all adults working in the Early Years Foundation Stage.

4 Play in the Early Years Foundation Stage

4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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.

5 Inclusion in the Early Years Foundation Stage

5.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

5.2 In the Early Years Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve highly by the end of the Foundation Stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are gifted and talented, of children with disabilities, of children from all social and cultural backgrounds and of children from different ethnic groups.

5.3 We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a variety of teaching strategies that are based on children's learning needs.

- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively.
- Offering a safe and supportive learning environment, in which the contribution of all children is valued.
- Using resources that reflect diversity and that avoid 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 providing support (such as speech and language therapy), as necessary.
- Using effective Assessment for Learning.

6 The Early Years Foundation Stage curriculum

- 6.1 Our curriculum for the Early Years Foundation Stage reflects the seven areas of learning identified in the EYFSP. Our children's learning experiences enable them to develop competency and skill across all areas of learning.
- 6.2 The statements on the EYFSP are in line with the objectives stated in the Primary Framework for English and Maths. During the reception year, our children have a daily mathematics lesson and a daily literacy lesson. During these lessons the children experience a range of activities including teacher-led activities, teaching assistant led activities, group and partner work and child initiated activities.
- 6.3 The EYFSP provide the basis for planning throughout the Early Years Foundation Stage. Our medium-term planning is completed termly, and identifies the intended learning, based on the children's knowledge and interests, with outcomes, for children working towards the end of the EYFS, and also for those working towards Level 1 of the National Curriculum.

7 Assessment

- 7.1 The Early Years Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Early Years Foundation Stage, and to summarise their pupils' progress. It covers each of the seven areas of learning contained in the EYFS Handbook. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observation, and this involves both the teacher and the teaching assistants, as appropriate. The collection of assessment data in the Early Years Foundation Stage Profile is a statutory requirement.
- 7.2 During the initial assessment and the first term in the Reception class, the teacher assesses the ability of each child, using the Early Years Foundation Stage Profile. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the Early Years Foundation Stage Profile at our parental consultation meetings.
- 7.3 A sample of children's work is kept to provide evidence of standards and levels achieved throughout the Reception year and across the seven areas of learning.
- 7.4 Parents receive an annual report that offers detailed comments on their child's progress in each area of learning and also comments on the three characteristics of learning. (Active Learning, Creating and Thinking Critically and Playing and Exploring). It highlights the child's strengths and development needs, and gives details of the child's general progress.

8 The role of parents and carers

8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating their children. We do this through:

- Visits by the teacher to children in their pre-school setting.
- Opportunities given to the children to spend time with their teacher before starting school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers.
- Providing various activities that involve parents/carers, i.e. regular communication with home through the child's school diary, and inviting parents/carers to curriculum workshops and meetings, in order to discuss the kind of work that the children are undertaking, proud clouds.

8.2 There is a formal meeting for parents/carers twice a year, at which the parents/carers discuss their child's progress with the teacher. Parents/carers receive a formal report on their child's attainment and progress at the end of the school year.

9 Resources

9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning as well as promoting the use of the learning board.

10 Monitoring and review

10.1 This policy is monitored by the staff and governing body, and will be reviewed annually.

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