



Early Years Foundation Stage Policy

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Governor Committee	Pupil and Curriculum
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THE SCHOOL'S MISSION STATEMENT

Learning, growing and achieving excellence together

OUR AIMS

In the Early Years Foundation Stage (EYFS) we aim to provide a safe, happy and caring environment where children find learning an enjoyable experience. We ensure that all children feel secure, included and valued and are given opportunities and encouragement to build positive relationships with adults and each other.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Foundation Stage at Billingshurst Primary School comprises on 3 Reception classes in an open plan unit.

Reception Staff

Wales Class

Teacher: Mrs Lucy Hanington and Mrs Mary Mason

Teaching Assistant: Mrs Daisy Tanner, Mrs Sarah Skinner, Miss Chelsea Milner

Ireland Class

Teacher: Miss Beth Milton

Teaching Assistant: Mrs Daisy Tanner, Mrs Sarah Skinner, Miss Chelsea Milner

Scotland Staff

Teacher: Mrs Tara Hampson

Teaching Assistant: Mrs Daisy Tanner, Mrs Sarah Skinner, Miss Chelsea Milner

At times the Foundation Stage will have visiting student teachers and other support staff and students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate.

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The Foundation Stage staff work as part of a team and we work as a unit. Children from the classes have opportunities to work together during free flow times, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care. Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development. The Foundation Stage effects a smooth transition from home to school and offers support for all children's needs. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them. They are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

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;

PRIME

1. Personal Social and Emotional Development
2. Communication and Language
3. Physical Development

SPECIFIC

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

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. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, pre-schools, nurseries and other agencies in order to make links stronger to support a child's learning. 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. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image. There is a plan to support fundamental British Values and this is weaved into the curriculum.

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 indoor and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for Literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend 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. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

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, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and 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

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Number work is covered through stories, rhymes and first hand experiences. Children are given the opportunity to learn about shape, space, position, pattern and measurement. They start learning to look at time and are given opportunities to learn about money and simple problem solving.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. 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 technology.

EXPRESSIVE ARTS AND DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other.

The children are given the opportunity to participate in a school production and assemblies.

OUTSIDE

We have an outside learning space which children have access to each day. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

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Health and safety – The area and equipment is checked daily for safety and resources are updated accordingly. Accidents are recorded and reported to parent/carers in accordance with school policy. Weather – The children have the opportunity to go outside in all weather conditions and should have the relevant clothing in school to support this. The school's sun protection policy gives guidance for safe play in the sun. We recommend that children have a coat and wellingtons in school at all times. Spares are kept in school so that all children can experience a variety of weather types. Off site experiences- We plan for off site trips and walks to support the children's learning. We follow national guidance on ratios and do extensive health and safety checks before we go. Please see school policy for full details.

ASSESSMENT OF CHILDREN

We assess our children continually throughout the year using a variety of methods. Quick incidental observations are made out on little slips or post-it notes; we use our tablets to take photographs and videos of the children and longer observations.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed / videoed during their time at school. We use these images in the classroom, on displays, in the children's individual learning journals and on the school website. We will respect parent/carers wishes and make sure that photographs are used accordingly.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start school with an invitation to visit the school and meet the team. Home visits are also set up to allow the children and families to meet their teachers in a settled and comfortable environment. The children also visit the school on several occasions with their parents and pre-schools. Staff also visit them in their setting in the summer term. Parent evening meetings are held in the autumn and spring terms at which parents are invited to discuss their child's progress. A report is sent out at the end of the summer term. It is important to stress that if parents are concerned in any way about their child they should telephone, email or call into the school to make an appointment to discuss their concerns with the class teacher. Parents are kept informed of all happenings in the school via newsletters, the school website, twitter and a designated 'Ask me about' board.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

EQUALITIES AND DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. We have a full Equality and Diversity and Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Reception age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children.

Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

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ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

We keep a note of any medical needs and allergies. Children who need inhalers and epi-pens are stored in the Foundation stage unit and medication goes with the children at lunchtimes, school trips and playtimes. All staff are aware of where medication is kept and the procedures for using it.

SNACK TIMES

We have a snack area based in the 3 classrooms for all children to access independently. We see snack time as a social event, a time where the children enjoy a drink of milk or water, and a piece of fruit or vegetable. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves and wash up their own cup. There is no charge for fruit and vegetables. Milk can be ordered online and is free until a child's 5th birthday and then there is a small charge. Please see 'cool milk' on our website. It can be booked termly.

MONITORING PROGRESS AND PLANNING NEXT STEPS FOR LEARNING

There is continuous monitoring and assessment of each child's development and data is monitored using target tracker. This is updated at least once each term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out during the children's first six weeks upon entering the school. From September 2015 judgments made using the Early Excellence Baseline and are based on staff's observations of children during their self initiated play and during focus times. We keep individual learning journals which contain observations, examples of 'work' and input from previous settings, home and any other agencies involved with the children.

The EYFS framework provides a long term plan to follow and themes are chosen with regard to children's interests and next steps. Medium term planning is created with all early year's team involvement and takes into account the individual children's learning and developmental needs. All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors and outdoors.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

TRANSITION TO YEAR 1

The early years team meet regularly with the Year 1 team so that there is a supportive transition into Year 1. The early years team plan accordingly so that the children are prepared both academically and emotionally for their transition into year 1. The Year 1 team are fully aware of the children's starting points at the beginning of the academic year and plan for this to support the children's next steps. Many records are transferred to year 1 with the children including their learning journals and a statement about their characteristics of effective learning.