Early Years Foundation Stage Policy

DILTON MARSH
COFE PRIMARY SCHOOL

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EARLY YEARS FOUNDATION POLICY

Dilton Marsh CEVC Primary School Vision

Together, we strive to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.
We share a passion for life-long learning and strive for the best outcomes for ourselves, others and the World.
Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

For Nothing is Impossible with God
Luke 1 : 37

Dilton Marsh C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of our community. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we reflect our school values of:

- Hope
- Compassion
- Respect
- Perseverance

At Dilton Marsh we strive to:

- P*rovide a safe, nurturing and challenging environment within our Christian ethos*
- *Provide clear guidance for children, staff and parents of expected levels of behaviour*
- *Use a consistent and calm approach*
- *Ensure all adults take responsibility for managing behaviour and follow-up incidents personally*
- *Ensure all adults use consistent language to promote positive behaviour and*
- *Use positive and restorative approaches instead of consequences.*

1. INTRODUCTION

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." (DfE, 2021)

2. PRINCIPLES

The EYFS is based upon four principles:

- **A unique child:** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

- **Positive relationships:** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

- **Enabling environments:** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

- **Learning and development:** The Reception classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

3. AIMS

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Dilton Marsh Primary School, we aim to provide a broad and balanced curriculum which will enable each child to develop personally,

socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

To meet our aims we:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- use and value what each child can do, assessing their individual needs and helping each child to progress.
- enable choice and decision-making, fostering independence and self-confidence.
- work in partnership with Parents/Carers and value their contributions.
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

4. LEARNING AND DEVELOPING

The Characteristics of Learning are an umbrella of learning strategies which encompass all the seven areas of learning and these are:-

Playing and exploring – engagement

- finding out and exploring.
- playing with what they know.
- being willing to "have a go."

'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, 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.

Active learning - motivation

- being involved and concentrating.
- keeping trying.

- enjoyed achieving what they set out to do.

'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 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.

Creating and thinking critically - thinking

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

'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 the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

At Dilton Marsh we have a carefully structured curriculum based on the "The Early Years Foundation Stage", offering provision which takes account of the differing starting points on which to build the various elements and match differing levels of need in the seven areas of learning. This provides a progression through to the end of Foundation Stage.

The 7 Areas of Learning

Prime Areas

- **Personal, Social and Emotional Development (PSED)**

- Self-Regulation
- Managing Self
- Building Relationships

Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others as well as independence and self-confidence.

- **Physical Development (PD)**

- Gross Motor Skills
- Fine Motor Skills

These will improve the skills of coordination, control, manipulation and movement. They help children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being.

- **Communication and Language (CL)**

  - Listening, Attention and Understanding
  - Speaking

The key skills will develop confidence in communication, speaking and listening in a variety of settings and purposes. The children will have a wide range of books read to them and read simple texts for themselves, plus writing for a variety of purposes. They will start to understand the letter/sound links through a progressive series of daily phonics lessons and activities.

Specific Areas

- **Literacy (L)**

  - Comprehension
  - Word Reading
  - Writing

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

- **Mathematics (M)**

  - Number
  - Numerical Patterns

Children will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

- **Understanding the World (UW)**

  - Past and Present
  - People, Culture and Communities
  - The Natural World

Crucial knowledge, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and Computing. An understanding of cultural and religious differences will be developed.

- **Expressive Arts and Design (EAD)**

    - Creating with Materials
    - Being Imaginative and Expressive

Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

At Dilton Marsh Primary School we "consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary" (DfE, 2021).

5. PLANNING

Planning is the responsibility of the Foundation Stage teacher who ensures a comprehensive curriculum. Planning is developed using the Early Years Foundation Stage Document. Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.

There are three stages of planning the curriculum:

- **Long Term Planning:** We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six terms and the early learning goals and educational programmes are distributed over the terms, to determine broad and balanced coverage.

- **Medium Term Planning:** We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

- **Short Term Planning:** We identify specific learning objectives and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of

the children on a weekly and day-to-day basis. Planning reflects and supports the characteristics of effective learning and the different ways children learn: play and exploration, active learning and creative and critical thinking.

The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.

6. ASSESSMENT

At Dilton Marsh CE Primary School, we undertake assessment for learning. We analyse and review what we know about each child's development and learning and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Monitoring of each child will take place through regular observations, discussion, photographs, record keeping and planned assessments which are used to inform future planning.

- Informal assessments to gauge individual children's current interests, development and learning styles will take place at the start of the year.
- The children are encouraged to self-assess and reflect on their own learning.
- The Early Years Foundation Stage profile is completed by the end of June and shared with Year 1 teacher.
- An end of year report summarising the achievements from the Foundation Stage profile is sent to parents.

Teaching and Learning is monitored in line with the School's Monitoring Policy by the literacy and mathematics subject leaders through lesson observations, pupil interviews and whole school work sampling. Other areas of learning and development in the foundation stage are monitored by the respective leaders on a rolling programme as outlined in the School Development Plan. The Senior Leadership Team monitor teaching and learning across the Foundation Stage throughout the year and analyse the EYFS Profile data.

7. LIAISON WITH PRE-SCHOOL SETTINGS AND INDUCTION

At Dilton Marsh CE Primary School, we have close links with the local pre-school. Reception practitioners utilise the transfer records from pre-school settings to inform them about each new intake. During the Summer Term, the EYFS teacher and TA undertake visits to the feeder nurseries and play groups, to meet the children in a familiar setting. In addition, all prospective children have the opportunity to visit the school and their classroom for a number of 'taster' sessions. Parents attend an information evening which introduces them to the school's key personnel and its procedures and practices. Outside agencies also attend as part of the information sharing practice. Children are inducted on an increasing

attendance programme beginning with mornings only then increasing to include lunchtimes and finally full-time attendance by the start of the third week of the new academic term. This allows the children to feel secure in their new environment and gradually build up to full-time attendance.

8. RECEPTION TO YEAR 1 TRANSITION

Transition to Year 1 will be planned carefully with the Y1 teacher, with visits to the Y1 class taking place in term 6.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

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. This informs the Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

9. HOME SCHOOL LINKS

We recognise that parents are the child's first and most enduring educators. When parents and practitioners work together in early years' settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We develop this by:

- outlining the EYFS curriculum to parents during the new parents' meeting in July, to enable them to understand the value of supporting their child's learning at home.
- sending home an outline of topic activities and knowledge organisers.
- operating an "open door" policy, whereby parents can come and discuss concerns and developments in an informal manner.
- inviting parents into the class every Friday morning to read with their child or practise name writing or handwriting.
- inviting parents to attend class assemblies 3 times a year to share our learning
- inviting parents to our 'Open Mornings' where the parents can stay and learn with their child.
- encouraging parents to listen to their child read each night and to comment on reading progress in a home/school contact book.
- encouraging relevant learning tasks to be continued at home ensuring that experiences at home are used to develop learning in school.
- parents receive termly interim reports which are discussed at parents evening.
- providing an annual written report to parents in July summarising the child's progress against the early learning goals and EYFS assessment scales and giving.

10. EQUAL OPPORTUNITIES

At Dilton Marsh CE Primary School children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. Children will have equal access to the curriculum regardless of gender, disability or ethnicity.

11. INCLUSION

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Children with special educational needs will be given support as appropriate to enable them to access the curriculum fully. This includes children that are more-able, and those with specific learning difficulties and disabilities. My Support Plans and EHCPs identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. EYFS teachers discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed formally every term. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

12. SAFEGUARDING AND WELFARE

"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." (DfE, 2021)

At Dilton Marsh CE Primary School we provide a welcoming, safe, secure and stimulating environment enabling all children to develop into independent and confident individuals.

Please also refer to the Safeguarding Policy and Intimate Care Policy.