

Responsible body

Title of policy



Governing body

Early Years Foundation Stage Policy

Our Vision



Early childhood is the foundation on which children build the rest of their lives. At Astley we value the importance that the Early Years Foundation Stage plays in laying secure foundations for future learning and development. Our school vision is at the heart of all we do in the Early Years Foundation Stage. We offer a happy and secure start for our reception children understanding that this enables them to be most open to learning. We provide a stimulating, broad and challenging curriculum that develops a love of learning that lasts and encourages every child to fulfil their potential. We believe that every child is unique with their own set of gifts and talents and that it is our role to identify, celebrate and develop these talents. Children will experience being loved and learning what it means to love through the smallest of our daily interactions with them. Our Christian values flow from loving one another and are central in all we do in these foundational early years.

Ratified by the Governing Body: Wednesday 9th May 2018

Date for review: May 2021

Signed by:

Pete Yacher

Chair of governors Wednesday 9th May 2018

Ann Beakes-Williams

Headteacher Wednesday 9th May 2018

Author

Updated

Page

Kate Kneale

February 2018

1 of 8



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.
Early Years Foundation Stage Statutory Framework 2017

Our aims In the Early Years Foundation Stage

1. Ensure provision promotes a high level of engagement and active learning through a range of skill based activities
2. Provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to realise their talents and their full potential.
3. Follow the Early Years Foundation Stage statutory requirements to enable children to achieve the Early Learning Goals thus setting in place firm foundations for further learning and development in Key Stage 1 and beyond.
4. Develop and encourage independent thinking, collaborative working, sound decision making, and self-confidence.
5. Build on what each child can do, assessing their individual needs and helping each child to make excellent progress.
6. Offer a rich, diverse and stimulating environment for learning that has a range of starting points, with content matched to the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
7. Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
8. Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Astley, all children join us, full time in the Autumn Term of the academic year their fifth birthday falls into.

The Early Years Foundation Stage is based upon four themes:


- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Astley C.E. Primary School we recognise that every child is an individual who will develop and learn in different 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 children to develop a positive attitude to learning.

We value all children and their families in school. All are treated fairly, regardless of race, gender, religion or abilities. We give our children every opportunity to achieve their best and we do this by taking account of our children's life experiences as well as adapting planning to meet the needs of all groups and abilities. We monitor children's progress carefully, taking action to provide further support as necessary.

Responsible body	Title of policy	
Governing body	Early Years Foundation Stage Policy	

Positive Relationships

At Astley C.E. Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value being partners with them in their child’s education through:

- Talking to parents before their children start school and making a home visit.
- Offering parents an induction evening where they meet school staff and get to know the school environment.
- Operating an open door policy for parents to share queries or concerns.
- Sharing regularly the children’s ‘Learning Journey’ with parents and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending an annual report on their child’s attainment and progress in July.
- Developing a range of home learning activities throughout the year that encourage collaboration between child, school and parents.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have developed good links with the pre-school providers thereby establishing a good understanding of the children who often come to us and the environments they come from.

Enabling Environments

At Astley C.E. Primary School we recognise that the environment plays a key role in supporting and extending the children’s development where the children feel confident, secure and challenged. The Foundation Stage classroom is organised to allow children to

explore and learn securely and safely. There are areas where the children can be active, be quiet, be creative and so on. The Foundation Stage has its own outdoor learning area. We encourage free flow between the inside and the outside as it has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active. We also make full use of our well-developed Forest School area to promote learning within nature. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Development

There are seven areas of learning and development identified in the Early Learning Goals that shape educational provision in early year’s settings. Three are described as prime areas: Personal, Social and Emotional Development, Communication and Language and Physical Development. Four are described as specific: Literacy, Mathematics, Understanding the world and Expressive arts and design. All areas of learning and development are important and inter-connected. The prime areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Our children’s learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Reception pupils also participate in a daily phonics sessions using the RWInc scheme of work

Author	Updated	Page
Kate Kneale	February 2018	3 of 8

Responsible body

Title of policy



Governing body

**Early Years Foundation Stage
Policy**

In addition to this we ensure that our environment and delivery of the curriculum incorporates the **three characteristics of effective teaching and learning**:

• **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'. They practice 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** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 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** - we encourage and support children to develop their own ideas, make links between ideas, and develop strategies for doing things. 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.

Observation, Planning and Assessment

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work to support their medium and short term planning. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

We make regular assessments of the children's learning, and use this information to ensure that future planning reflects identified needs. Assessment takes the form of both formal and informal observations, photographic evidence and through planned activities. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. We keep learning folders which record examples of children's work, observations and photographs. These are shared with parents regularly who are also encouraged to share WOW moments from their children at home.

The Foundation Stage Profile is the nationally employed assessment tool that enables us to record observations at the end of the Foundation Stage, and to summarise pupils' progress towards the Early Learning Goals. (See appendix 2.) It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early learning goals as either Emerging, Expected or Exceeding. Tracking grids are updated at the end of each term. This provides a summary sheet for each pupil which feeds into the whole-school assessment and tracking process. We ensure our end of EYFS assessments are reliable through moderation in school, with our federation partners, cluster schools and with the Local Authority.

Parents receive an annual written report in June that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

This policy should be read in conjunction with the following policies:

Author	Updated	Page
Kate Kneale	February 2018	4 of 8

Responsible body

Title of policy



Governing body

Early Years Foundation Stage
Policy

Teaching and Learning, Oral and Written Feedback, Homework, Religious Education, Special Educational Needs, Behaviour, Safeguarding, First Aid, Medical, Educational Visits, Forest School and Code of Conduct.

Relevant legislation or guidance

Statutory framework for the early years foundation stage March 2017

Early Years Foundation Stage Profile December 2017

Early Years Outcomes September 2013

Glossary

EYFS Early Years Foundation Stage

EYFSP Early Years Foundation Stage Profile

ELG Early Learning Goal

Appendix 1.

Areas of learning and development

Author


Updated

Page

Kate Kneale

February 2018

5 of 8

Responsible body	Title of policy	
Governing body	Early Years Foundation Stage Policy	

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 activity⁶, 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 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 measure

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 arts and design involves enabling children to explore and play with a wide range of media and materials, 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

Appendix 2.

Early Learning Goals

Author	Updated	Page
Kate Kneale	February 2018	6 of 8

Responsible body

Title of policy



Governing body

**Early Years Foundation Stage
Policy**

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Author

Updated

Page

Kate Kneale

February 2018

7 of 8

Responsible body

Title of policy



Governing body

**Early Years Foundation Stage
Policy**

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Author

Updated

Page

Kate Kneale

February 2018

8 of 8
