

**TWEEDDALE PRIMARY SCHOOL
POLICY FOR
EARLY YEARS & FOUNDATION STAGE**

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on **30/06/21**

The policy will be reviewed by the Head Teacher annually and by the governing body in **June 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

Tweeddale Primary School

Early Years Foundation Stage Policy

Document Purpose

This policy reflects the values and philosophy in relation to the teaching and learning of the Foundation Stage. It gives a framework within which all staff work and gives guidance on planning, teaching, care and assessment.

The Aims of the policy

We aim to:

- Contribute positively to all children's early development and learning.
- Develop key learning skills such as speaking, listening, concentration, persistence and learning to work together and cooperate with other children.
- Provide a relevant curriculum that enables children to make good progress towards, and where appropriate beyond, the early learning goals.
- Provide teaching and learning experiences of the highest quality.
- Set high expectations for all children that are challenging but achievable.
- Develop early communication, literacy and numeracy skills that will prepare young children for Key Stage 1 of the National Curriculum.

Entitlement

All children will be helped to make progress in their early development and learning through activities and experiences that are planned for in light of a well planned and well resourced curriculum that takes into account the wide and varied range of skills and interests that the children have.

Responsibilities

The Early Years Foundation Stage Leader and the Head teacher are responsible for monitoring and evaluating the implementation of this Policy.

It is the responsibility of the EYFS leader to ensure that appropriate resources requirements are identified and that staff training needs are identified and communicated to the CPD co-ordinator.

All practitioners within the Foundation Stage are responsible for ensuring that good practice in line with this policy takes place.

The Governing Body is responsible for approving this policy and, along with the Head teacher, for ensuring that financial resources are made available so that this policy can be implemented.

Subject Guidelines

Learning and Teaching at Tweeddale primary School

Tweeddale Primary School (GLT) Early Years Vision

We are committed to providing the best possible early education for all our children in Greenshaw Learning Trust.

- A Unique Child – We want our children to be **independent** thinkers and effective **communicators** who are **capable**, confident and self-assured. We want our children to be constantly developing their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.
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- Enabling environments – We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. We value the importance of our outdoor and indoor environments and believe that these offer children the opportunity to think **creatively** and **critically** and develop problem solving skills.
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- Learning and Development – Our children have the opportunity to learn through play. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates.
Adults provide **high quality interactions**, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and in the future. Fundamental to this is consistently **high quality learning opportunities** that develop a rich vocabulary, practise and review skills and knowledge so that what children know, can remember and do is strong. Our children benefit from strong partnerships between all adults and parents/carers.

Characteristics of Effective Teaching and Learning

- Through playing and exploring we want children to be given opportunities to investigate activities with a 'have a go' attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.

Curriculum

The Foundation Stage is organised into seven areas of learning, which provide the framework for the early years curriculum. Children's learning is rarely divided up into these areas of learning, as one experience provides opportunities to develop a number of competencies, skills and concepts across several areas of learning.

The Prime Areas

- **Communication and Language:** with opportunities for all children to speak and communicate in a language rich environment. Children are given opportunities to respond to adults and to each other through back and forth interactions. Children are given practice and extend the range of vocabulary and communication skills they use and to listen carefully through day to day conversations, reading a range

of stories, story-telling and role play. The aspects developed are listening, attention and understanding and speaking.

- **Physical Development:** with opportunities to enable the children to pursue a happy, healthy and active life. Physical development focuses on providing children with gross and fine motor experiences. They are given opportunities indoors and outdoors to develop this. The aspects are gross motor skills and fine motor skills.
- **Personal, Social and Emotional Development:** with opportunities to develop a positive sense of self and to succeed in an atmosphere of care and feeling valued. Children are supported to manage emotions and have confidence in their own abilities. They will learn how to look after their own bodies and how to make good friendships, co-operate and resolve conflicts peacefully. The aspects are self-regulation, managing self and building relationships

The Specific Areas

- **Literacy:** to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books. Reading consists of two dimensions: language comprehension and word reading. The aspects are comprehension, word reading and writing.
- **Mathematics:** with opportunities for all children to develop their understanding of number by providing a broad range of contexts in which they can explore, enjoy, learn, practice and talk about them. Children develop a deep understanding of numbers to 10. In addition, children have opportunities to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. The aspects are number and numerical patterns.
- **Understanding the World:** with opportunities for all children to learn and make sense of their physical world and their community. Children are provided with opportunities to increase their knowledge of the world around them by visiting local places, meeting important members of society and through listening to a wide selection of stories which will widen their vocabulary. The aspects are past and present, people, culture and communities and the natural world.
- **Expressive Arts and Design:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and music, movement, dance and imaginative and role play activities. The aspects are creating with materials and being imaginative and expressive.

(Statutory Framework for the Early Years Foundation Stage– 2021 pgs 8-10)

Play

Play is the key way in which young children learn with enjoyment and challenge. Children's play can take many forms, sometimes it will be boisterous, sometimes they will describe and discuss what they are doing and sometimes they will be quiet and reflective as they play. No distinction is made between "play" and "work".

Through play children can:

- explore and represent learning experiences that help them make sense of the world
- practice and build up ideas, concepts and skills
- learn how to control impulses and understand the need for rules
- be alone, be alongside others or cooperate as they play
- take risks and make mistakes
- think creatively and imaginatively
- express fears or relieve anxious experiences in controlled and safe situations

Learning Experiences

- are available as free flow provision through indoor and outdoor activities with opportunities for children to access a varied range of play activities
- often take the form of well planned creative and imaginative play experiences that promote the development and use of language
- are planned and organised to encourage active learning where children use all their senses to build concepts and ideas
- are differentiated to recognise that learning happens at different times and different rates for different children
- enable children to follow different interests

The Role of the Practitioner

Practitioners support learning in many different ways including:

- planning play experiences that are challenging but achievable
- creating a stimulating learning environment
- organising time and material resources
- sensitive, stimulating interaction in a range of situations including adult directed, adult initiated and child initiated play
- creating a learning environment that allows child led activities to deviate from planned activities
- fostering children's independence and initiative
- modelling
- extending children's language
- open-ended questioning
- extending and supporting children's spontaneous play
- direct teaching of skills and knowledge
- creating opportunities for children to teach each other
- skilful and well-planned observations of children
- assessing and recording children's progress
- identifying next steps in learning sharing knowledge with others including parents
- evaluating and adapting the quality of provision

Key Person

Every child has a designated key person who takes responsibility for:

- Parent liaison
- Record keeping and planning next steps
- Induction and transition
- Developing a genuine bond with the child

In Nursery the key person will be either the class teacher or the early years practitioner (EYP). While in Reception, the class teacher will be the designated key person but will be supported by the learning support assistant (LSA).

(Statutory Framework for the Early Years Foundation Stage– 2021 pgs 16-17)

Inclusion

Practitioners aim 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, cultural and religious backgrounds, children of different ethnic groups, children from diverse linguistic backgrounds and groups of children identified as underachieving, by:

- building on what the children already know and can do
- providing a safe and secure learning environment
- using materials that positively reflect diversity

- working together with parents, the Inclusion Manager and with other agencies
- encouraging communication through gesture, signing and visual aids
- providing additional adult support when needed
- adapting activities or the learning environment
- providing learning opportunities where children are encouraged to use their home language
- ensuring areas are accessible and suitable for all children

English as an Additional Language

Many children in early years settings will have a home language other than English. At Tweeddale Primary School, we value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

EAL children will be at many stages of learning English as an additional language. Some children are bilingual from birth, because their families have talked to them in more than one language. Some children will be acquiring English as an additional language. We recognize that as with their first language, this needs to be learnt in a context, through practical meaningful experiences and interaction with others. These children may spend a long time listening before they speak English, and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support is encouraged. Learning opportunities should be planned to help children to develop their English, and support should be provided to help them to take part in other activities.

(Statutory Framework for the Early Years Foundation Stage– 2021 pg16)

Special Educational Needs

Practitioners consider the individual needs, interests, and stage of development of each child and use this information to plan challenging and enjoyable experiences in all of the areas of learning and development. Practitioners focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. If a child's progress in any prime area gives cause for concern, practitioners discuss this with the child's parents and/or carers and consult with the Inclusion Manager and Special educational needs Co-ordinator on how to support the child.

(Statutory Framework for the Early Years Foundation Stage– 2021 pg37)

Race Equality

We will promote race equality through promoting positive images, by challenging stereotypical images and by promoting an interest in and understanding of a whole range of other cultures and ways of life.

Planning

Planning covers the seven areas of learning and development. Medium term and short term planning are led by observations of the children's interests and identified learning needs. This enables provision to build on the child's previous experience and also ensures that the children's next steps in learning are met.

Assessment, Recording and Reporting

All members of the Foundation Stage team collect evidence of children's development through detailed observations, collection of work samples, parent and child voices and photographs. Detailed observations, "WOW Moments", are completed regularly by a child's key person. This evidence is collated by the child's key person and is used to make informal judgements about a child's achievements. Children's achievements are recorded

as individual “Learning Journeys”. Each child’s key person and teacher will use this information to identify next steps and this is used to inform planning.

Statutory Assessments

The reception baseline assessment (RBA) is a short assessment taken in the first six weeks as the child starts reception. At the end of child’s year in Reception, the children’s achievements are assessed against the EYFS profile (early learning goals) and a “best fit” analysis is made, this information is shared with the Greenshaw Learning Trust, Local Authority, parents and Year 1 teachers.

Parents

We recognise the important role parents have as the primary carers and educators of their children. We actively encourage them to be involved during their child’s time at Tweeddale. Parents are encouraged to share their own observations through learning stories and meetings with their child’s key person. The settling and transition processes involve parents fully in supporting their child through change.

Settling / Transition

Children starting in the school Nursery have a home visit, visit the school to meet their key person and play in the Nursery. Parents are encouraged to spend at least the first session with their child in Nursery. We recognise that all children come to school with different experiences and that they need different settling opportunities. The key person works with the parents to establish this for the individual child’s needs.

Transition between Nursery and Reception in the main school, involves visits to meet the new teacher and classroom. Children with SEN are supported through the process with additional tours/visits of the classroom, entrance and playground and a passport which details significant people and information.

Parents of children new to Tweeddale starting in a Reception class will also be offered a home visit.

Monitoring and Evaluation

High quality provision is monitored in a variety of ways:

- Practitioners evaluate the actual curriculum in comparison to the planned curriculum on a regular basis and use this information to feed into future planning and provision.
- Parents are encouraged to share their views with staff at target setting meetings, parent’s voice questionnaires and informally with their child’s key person.
- Children are encouraged to share their views through the child’s voice discussions opportunities, circle time and interaction with their key person.
- The EYFS leader monitors the Foundation Stage curriculum, monitoring planning every term to ensure it shows coverage and breadth, as well as meeting children’s needs and interests.
- The EYFS leader monitors provision through observation in the classrooms and reports outcomes to the Senior Leadership Team and Governors. Constructive feedback is provided to teachers and EYPs observed.
- The EYFS leader monitors standards of achievements by: monitoring assessment every term, meeting with staff to review pupil progress every term, evaluating the results of the EYFS profile at the end of the Reception Year and reporting to the staff, Senior Leadership Team, Greenshaw Learning Trust and Governors.

Role of Early Years Foundation Stage Leader

The EYFS leader will:

- Establish related policies and principles in consultation with the other practitioners.

- Ensure that new staff and students are inducted effectively.
- Ensure that the performance management procedures are completed on a yearly cycle.
- Provide training to ensure all practitioners have knowledge of how children develop and learn, how to assess the learning and how to identify possible new steps in their development and learning.
- Audit resources, ensuring they are used effectively, organised and stored safely.
- Manage the allocated budget appropriately to assist progression and maintain resource levels.
- Set targets for Foundation Stage and monitor the progress made through the EYFS action plan.

R Digman and T Jerrom EYFS Policy June 2021