

TWEEDDALE PRIMARY SCHOOL POLICY FOR EARLY YEARS & FOUNDATION STAGE

Review of the Policy

This policy was agreed by the Governing Body on:

The policy will be reviewed by the Headteacher annually and by the Governing Body in 2019 or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Headteacher and Senior Management.

Signed: Mr John Gallop
Chair of Governors

Date: 20th September 2017

Signed: Rachel Digman
EYFS Leader (Interim)

Date: 20th September 2017

Signed: Terrie Jerrom
Headteacher

Date: 20th September 2017

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-ordinators.

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

Overarching Principles for Early Years Education

The four guiding principles that should shape practice in early years settings are:

- A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling environments – Children learn well and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Learning and Development – Children develop and learn in different ways and at different rates.

(Statutory Framework for the Early Years Foundation Stage– 2017 pg6)

Curriculum

The curriculum provided in the Foundation Stage at Tweeddale Primary School supports, fosters, promotes and develops children's:

- **Personal, social and emotional well being:** in particular, by supporting the transition to and between Pre-school settings, Nursery classes, Reception classes and Year 1. Additionally, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self image and self esteem are promoted.
- **Positive attitudes and disposition towards their learning:** by using a range of positive praise and reward systems, thus encouraging children's enthusiasm for knowledge and learning and a confidence in their ability to be successful learners.
- **Social skills:** by providing opportunities that enable children to learn how to co-operate and interact in their learning, playing alongside and with others thus enabling children to learn from each other. Clear boundaries of acceptable behaviour for everyone are established and upheld consistently with an aim of developing positive and caring attitudes towards others.
- **Attention skills and Persistence:** by providing opportunities for children to select their own learning experiences, return to activities again and again and to explore at their own pace. The children's capacity to concentrate is further developed via a range of differentiated activities and experiences that form the continuous provision within our Foundation Stage.

Characteristics of effective Learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn. The three characteristics of effective teaching and learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically

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, to respond to adults and to each

other, to practice and extend the range of vocabulary and communication skills they use and to listen carefully. The aspects developed are listening and attention, understanding and speaking.

- **Physical Development:** with opportunities for all children to develop and practice their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe. The aspects are moving and handling and health and self-care.
- **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. The aspects are making relationships, self-confidence and self-awareness and managing feelings and behaviour.

(Statutory Framework for the Early Years Foundation Stage– 2017 pg8)

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. The aspects are reading and writing.
- **Mathematics:** with opportunities for all children to develop their understanding of number and shape, space and measures by providing a broad range of contexts in which they can explore, enjoy, learn, practice and talk about them.
- **Understanding the World:** with opportunities for all children to learn about the aspects of people and communities, the world and technology, through solving problems, making decisions, connecting experiences, experimenting, predicting, planning and questioning in a variety of contexts and to explore and to find out about their environment and people and places that have significance in their lives.
- **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 technology, music, movement, dance and imaginative and role play activities. The aspects are exploring and using media and materials and being imaginative.

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 in the School Nursery and Reception 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

(Statutory Framework for the Early Years Foundation Stage– 2017 pg 22)

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– 2017 pg9)

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 on how to support the child.

(Statutory Framework for the Early Years Foundation Stage– 2017 pg9)

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

The Early Years Outcomes (2013) guidance forms the basis of the long term planning and 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 written observations, collection of work samples and photographs. Detailed observations, "Learning Stories", 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 uses this information to identify next steps and this is used to inform planning. 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 from their key person, 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.

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 half 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 appraisal 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 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.

T Jerrom EYFS Policy March 2017