



Kislingbury CEVC Primary School Early Years Foundation Stage Policy

Policy review committee	Achievement and Curriculum Committee
Policy Last reviewed	April 2016
Policy review Schedule	Annually
Policy new review due	Spring 2017



Introduction

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

In our school, all children join us in our Reception Class, full time, after a period of staggered entry and phased entry.

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 Kislingbury School 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, 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.

Inclusion

We value the diversity of individuals within the school. All children at our school are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and 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.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

"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." (EYFS Framework 2014)



At our school we:

- Promote the welfare of children.
- Ensure all children are in a safe, secure and happy environment. (See Safeguarding Policy and Procedures.)
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Kislingbury 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 about their child before their child starts in our school during Home Visits.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's learning and developments with parents and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of 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 strong links with various feeder Pre-schools and Childminders and the Foundation Stage staff meet with providers to discuss each individual child and their transition process into school. (In some instances due to distance or time constraints some discussions can be by phone.)

Enabling Environments

At Kislingbury Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

The Learning Environment

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, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside 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 and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years' settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Communication and language:

- Listening and attention
- Understanding
- Speaking

Physical development:

- Moving and handling
- Health and self-care

Personal, social and emotional development:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships



Specific Areas:

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Literacy:

- Reading
- Writing

Mathematics:

- Numbers
- Shape, space and measures

Understanding the world:

- People and communities
- The world
- Technology

Expressive arts and design:

- Exploring and using media and materials
- Being imaginative

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Characteristics of Effective Learning:

The Characteristics of Effective Learning are interconnected with the Prime and Specific Areas of Learning. These are specific to how each individual child learns and are as follows:

Playing and Exploring – Engagement

Finding out and exploring; playing with what they know; being willing to 'have a go'

Active Learning – Motivation

Being involved and concentrating; keeping trying; enjoy achieving what they set out to do.

Creating and Thinking Critically – Thinking

Having their own ideas; making links; choosing ways to do things.



Observation, Assessment and Planning

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. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children are involved in the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning.

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 children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations.

At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. As a school we have decided to initially make a base line assessment in the autumn term and then review again in the spring to enable us to monitor progress.

Staff will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). Some Reception Year children will begin to work at a higher level and begin to access part of the Year One of the National Curriculum when it is judged appropriate for them. (Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year One.)

The observations, assessments and 'scale point data' form the basis of individual reports to parents in Term 6.

All attainment data is passed to the Year1 teacher for continuity at this time of transition.

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level." (EYFS Framework 2014)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and 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.