

Abbey Village Primary School

Early years Foundation Stage Policy



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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, 2017)

Children join the Foundation Stage at Abbey Village in the year that they turn five. They join a mixed age environment that is carefully planned and continuously adapted to ensure our children are healthy, safe, engaged and happy. We work in partnership with parents and carers, enabling our children to begin the process of becoming active learners for life.

The EYFS is based upon the following overarching principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates, linking to the characteristics of effective learning and the 8 key priorities for every child.

A Unique Child

At Abbey Village Primary School we give every child the opportunity to achieve their full potential. We have realistic yet challenging expectations that meet the needs of all children across the areas of learning and development. We achieve this by planning to meet the needs of all children in our care through an individualised approach to learning, regardless of gender, physical/medical need/ social or cultural background/ ethnicity.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Abbey Village Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs SEN is identified at the earliest possible opportunity. Early identification of a special need is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further

information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- Involving parents and previous providers in the transition of our children to school
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- seeking advice from specialist agencies where appropriate
- tailoring and adapting our teaching to suit the needs and interests of individuals, groups and cohorts.

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. We aim to protect the physical and psychological well-being of all children and adhere to the Schools safeguarding policy alongside Keeping Children Safe in Education (2016) and have regard to the government's statutory guidance Working Together to Safeguard Children (2015) and to the Prevent duty guidance for England and Wales (2016).

"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." As stated in the Statutory Framework for Early Years Foundation Stage 2017, we seek to provide:

- Quality and consistency so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Positive Relationships

At Abbey Village Primary School we recognise that children learn to be strong and independent from 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 the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- Talking to parents about their child before their child starts school.
- Giving children the opportunity to become familiar with the class and the adults who work in the class during transition sessions.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Providing parents with information to support them with home reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private.
- Parents receive regular progress updates and a report on their child's attainment and progress at the end of each school year;
- Providing parents an opportunity to celebrate their child's learning and development by completing "Magic" moments which can be added to their child's learning journey which informs planning and provision;
- Involving parents in their child's learning journey by giving them the opportunity to view them and complete comments or add any observations, detailing their child's achievements at home.
- Providing daily face to face contact with staff on arrival at school.
- Ensuring all parents know that their child's teacher and learning support assistant are their key workers.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest.

Effective planning is informed by observations of the children to ensure we follow their current needs, interests and experiences. These observations are recorded in the children's individual learning journey.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. Children are actively involved in planning their own learning and involved in the decision making process about the areas of continuous provision. Opportunities for reading, mark making and number are readily available in different areas. Children independently plan what they need for an activity and gather their own resources from clearly labelled areas. They are encouraged to become independent in tidying up afterwards.

Our outdoor learning area provides a wealth of opportunity for children to learn outdoors. All children have access to the outdoor area on a daily basis. Children are engaged in a combination of adult led focus activities and child initiated activities which complement those on offer indoors. The children work within a secure area and have supervised access at all times to the pond, woodland, and physical area which offers more space for physical play and wheeled vehicles.

Learning and Development

Activities support the Characteristics of Effective Learning to ensure learning to learn takes place. These are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We support the children to develop their knowledge and skills through their preferred learning style and through their own interests.

All areas of the EYFS are carefully planned for to ensure there is a broad, balanced and progressive learning environment and programme. The children will learn new skills, acquire new knowledge, and demonstrate understanding through the seven areas in the EYFS programme:

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

The Prime Areas

Communication and Language

Children's learning and competence in communicating, speaking and listening is supported and extended. Children are provided with a wide range of opportunities and encouragement to use their skills in a range of situations and for a range of purposes. Effective speaking and listening is modelled by adults and practised daily through our normal classroom routines. We achieve this in a variety of ways:

- Children are supported to communicate their thoughts, ideas and feelings, building relationships with adults and each other.
- We have Show and Tell sessions where children's speaking, listening and particularly questioning skills are developed.
- We encourage the children to use a range of tenses appropriately through adult modelling, discussions and interactions.
- Daily opportunities for speaking and listening such as story time, singing, and games.
- Identifying and responding to particular difficulties in children's language development at an early stage.

- Providing positive role models.
- Talking with and listening to children.
- Linking language with physical movement e.g. through choral speaking and oral storytelling.
- Showing awareness of and sensitivity to the needs of children with EAL.
- Providing time and relaxed opportunities for children to develop spoken language through sustained conversations between adults and children, one to one, in small groups and between children themselves
- We use Letters and Sounds phonics programme.
- Progression in our reading books is closely linked to children's developing phonics.

Physical Development

The physical development of young children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. They are encouraged and supported to use all of their senses to learn about the world around them and to make connections between new information and what they already know. Children are supported to develop an understanding of the importance of physical activity and making healthy choices in relation to food and lifestyle. We achieve this in a variety of ways:

- Valuing children's natural and spontaneous movements, through which they are finding out about their bodies and motivating them to be active.
- Providing a range of equipment and resources that are challenging and interesting and can be used in a variety of ways to support the development of specific skills.
- Introducing vocabulary to children alongside their actions.
- Supporting children to understand about good health, for example, use of sunscreens, sleeping, hygiene, eating and exercise.
- Providing space and time for children to engage in energetic play, to set their own challenges, in order to persist and practice.
- Providing opportunities to take controlled risks, eg. climbing higher than they have previously in order to develop their physical skills. We also make use of the Lancashire PE curriculum.

We work in partnership with other organisations to support the children's physical skills and provide new experiences.

Personal, Social and Emotional Development

Children are provided with experiences to support and help them develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn.

Children's emotional well-being is supported to help them to know themselves and what they can do. We achieve this in a variety of ways:

- Forming warm, caring attachments
- Establishing constructive relationships with parents, with everyone in the school and with professionals from other agencies.
- Acting as positive role models and taking account of different needs and expectations.
- Building children's confidence to take manageable risks in their play, providing support and planning experiences that offer challenges.
- Giving encouragement and appropriate praise.
- Planning opportunities for children to play by themselves, in pairs and groups.
- Supporting the development of independence skills and a positive attitude to learning.

- Providing time and space for children to concentrate on experiences and to develop their own interests.
- Establishing opportunities for play and learning acknowledging children's particular religious beliefs and cultural backgrounds.
- Provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, additional educational needs and disability.

The Specific Areas

English

Children's learning and competence in beginning to read and write is supported and extended. Through targeted daily phonics sessions, they quickly learn graphemes to represent the phonemes in words and are given opportunities and encouragement to use their new skills in a range of situations and for a range of purposes. They are supported to develop the confidence and disposition to do so. We achieve this in a variety of ways:

- Encouraging children to mark make and valuing their early mark making attempts.
- Supporting their phonics development through an effective phonics programme, with regular assessment allowing the teaching to be tailored to each child.
- Planning an environment that is rich in signs, notices, rhymes, books and pictures that takes into account children's different interests, understanding, home background and cultures.
- Providing daily opportunities to apply their writing eg. through our "plan do review" approach to continuous provision.

Mathematics

Children are supported to develop their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they explore, enjoy, learn, practise and talk about their developing understanding. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We achieve this in a variety of ways:

- Developing mathematical understanding through all children's early experiences including songs, stories, games and imaginative play.
- Encouraging and valuing children's exploration of real life problems.
- Using mathematics as an integral part of daily experiences, modelling and encouraging child participation.
- Providing time, space, resources and encouragement to discover new words and mathematical ideas.

Understanding of the World

Children are supported to develop the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported by offering opportunities to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertaking practical "experiments" and work with a range of materials. We achieve this in a variety of ways:

- Creating a stimulating environment that offers a range of experiences to encourage children's curiosity and interest.
- Making effective use of outdoors, including the local neighbourhood.
- Inviting families and carers to share their experiences of the wider world.

- Using correct terms/vocabulary and asking open ended questions.
- Planned opportunities are based on first hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion.
- Encouraging children to talk about and reflect upon their experiences.
- Supporting children's use of computers.

Expressive Arts and Design

Children's creativity is extended with practitioner support to develop their curiosity, exploration and play. Children are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play experiences, choral speaking/storytelling; mathematics and design and technology.

We achieve this in a variety of ways:

- Valuing what children can do and children's own ideas.
- Providing a stimulating environment where creativity, originality and expressiveness are valued.
- Allowing time for children to explore and express their ideas in a variety of ways.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2017)

Religious Education is also taught in the reception classes in accordance with Lancashire guidelines.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Abbey Village Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2017, at Abbey Village Primary School we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Training is provided for staff where the administration of medicine requires medical or technical knowledge.
- "Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." (Statutory framework for EYFS 2017)
- At Abbey Village Primary School a written record is kept each time a medicine is administered to a child and information is shared with the child's parents and/or carers on the same day.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Children in the foundation stage help to prepare daily healthy snacks and have access to fruit and milk. Good hygiene practice is followed.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). All EYFS staff are paediatric first aid trained. (PR & KE)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- A safeguarding policy stating how mobile phones and cameras are to be used securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Supervision for EYFS staff

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns about the welfare of children in the setting and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm. Supervision is a legal requirement for EYFS staff – in the revised EYFS Statutory Framework (2014) supervision of staff becomes a 'must' rather than the 'should' it was in the previous EYFS (2012). It further states that supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness

At Abbey Village staff meet approximately every six weeks for Supervision meetings.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a group meeting to ensure they know about school procedures. They also attend a one to one meeting with the class teacher to raise any concerns they may want to express.
- The children are invited to four separate transition visits to their reception class.
- The class teacher makes visits to the feeder settings. The class teacher will interact with the child in their setting and have an informal discussion with their key Worker. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition. Where visits are not possible, phone calls are made and nursery staff are invited to school.
- Children requiring extra support may have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

From Reception to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff 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. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The class teacher uses this information to inform the planning of opportunities in year 1.

Roles and Responsibilities

Class teacher – Mrs Paula Roworth

Learning Support Assistant – Miss Keely Evans

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Abbey Village Primary School receive regular training through inset training, onsite training and county courses. The identification of training needs of all adults is part of an on-going process of performance management.

The Early Years Foundation Stage Leader is:



Mrs Paula Roworth

Policy written by: Paula Roworth
Presented to governors: July 2020
Policy to be reviewed: Annually