



Engayne Primary School **Early Years Foundation Stage Policy**

Introduction

During The Early Years Foundation Stage “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 with all they need to make the most of their abilities and talents as they grow up.”

“Statutory Framework for the Early Years Foundation Stage”,
Department for Education, 2017

Aims

At Engayne Primary School we follow the Early Years Foundation Stage curriculum that underpins all future learning and development, preparing the children for Key Stage One and beyond.

Throughout the reception year at Engayne Primary School we aim:

- To give each child a happy, positive and fun start to their school life on which they can establish a deep love for learning;
- To enable each child, through encouragement and high expectations, to develop, socially, physically, intellectually and emotionally.
- To offer each child a wide range of exciting experiences and activities based on the children’s interests;
- To support children in developing their social skills such as cooperation and sharing;
- To allow children to develop independence within an encouraging and secure atmosphere;
- To offer opportunities for each child to develop self-confidence and recognise their own strengths.

Transition

At Engayne Primary School children start school at the beginning of the academic year in which they become five years old. All children begin school with a variety of experiences and learning and we therefore ensure the transition is smooth from previous settings. The Foundation Stage Leader visits the feeder preschools and nurseries in the summer term to meet the new intake. This ensures the teachers at Engayne continue to develop learning by building on the children’s prior knowledge and experiences. In the summer term the children from the feeder preschools are invited to use the Reception outside facilities to familiarise the children with the environment. All children are invited to attend a play session in July with their parents, where the children have the opportunity to meet their class teacher and

familiarise themselves with their new classroom. In September the children initially begin school on a part time (including lunch), moving to full time after two weeks.

Separate Policy for Transition from Reception to Year 1

The Foundation Stage Curriculum

The Foundation Stage Curriculum is based on seven main areas of learning and development.

Prime Areas (support the development in all other areas)

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling, Health and Self care
- **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-Confidence and Self- awareness

Specific Areas (develop essential skills and knowledge)

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

The teachers within the Foundation Stage plan activities that include opportunities for children to learn effectively. The characteristic of effective learning are:

- **Playing and Exploring** -Finding out and exploring, playing with what they know and being willing to 'have a go'
- **Active Learning**- Being involved and concentrating, keeping trying and enjoying achieving what they set out to do
- **Creating and Thinking Critically** -Having their own ideas, making links and choosing ways to do things

Teaching and Learning

Teachers plan a balance of adult directed and child selected learning activities, building upon what the children already know and related to the children's interests and experiences. Opportunities are available both inside and outside for enjoyable, challenging, stimulating and achievable learning experiences. These include creative, musical, imaginative and role play activities, literacy and numeracy activities, scientific investigations, using technology, construction and block play.

Learning through play is an important part of day to day learning for the children and we recognise children learn best when they are inspired and completing activities that interest them. Practitioners observe, model, encourage, facilitate, challenge and

respond to children, which informs next steps in the child's development and learning.

Children have the opportunity to work and play as individuals, in pairs and small groups and to experience being part of a class group, and learn from each other as they develop as young learners. Children become part of the school community through assemblies, sports day and other collective events.

Assessment

All children are assessed in key skill areas in the early weeks following admission to the reception class, through observation by the adults in the classroom (Baseline Assessments). Teachers receive useful information from parents and pre-schools to support this process.

Throughout the year the children are assessed through observations, independent and adult led activities. Monitoring each individual child is essential to ensure that they are making progress and any areas of any particular difficulties are identified and addressed. Children's development is discussed and shared with parents at regular meetings throughout the year.

At the end of the Foundation Stage each child's level of development is assessed against the Early Learning Goals (EYFS Profile). The Early Learning Goals' establish expectations for most children to reach by the end of The Foundation Stage. The EYFS Profile summarises all of the assessment undertaken and each child's achievements are matched against seventeen Early Learning Goals and the three characteristics of effective learning. The characteristics of effective learning describe factors which play a central role in a child becoming an effective learner. They are vital elements of support for the transition process from the EYFS to Year 1. At the end of the reception year parents receive a summary report on their child's progress and achievements using the scales (1- emerging, 2-expecting, 3-exceeding) from the Early Years Foundation Stage Profile. This data is passed to Year One teachers and to the Local Authority.

Parent Partnership

Parents/guardians are the child's first and most enduring educators. Teachers aim to work together with parents/guardians, resulting in a positive impact on the child's development and learning. A successful partnership needs a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the EYFS curriculum to parents/guardians during the new parents meeting to enable them to understand the value of supporting their child's learning at home.
- Holding meetings to outline the teaching of phonics and how to best support children's development at home.
- Operating an "open door" policy, whereby parents/guardians can come and talk to staff at anytime.
- Supporting families and staff to use and communicate through the 'Home School Book' provided by school.

- Encouraging parents to share their child's 'WOW Moments' and 'Special Achievements' that contribute to the child's Learning Journey.
- Sharing of information about progress and achievements; keeping parents informed about the curriculum;
- Valuing parental contributions in school and helping parents to support their child's learning at home.

Equal Opportunities

At Engayne we treat children as individuals to ensure each has equality of opportunity. We aim to provide for all children to access all school life and work regardless of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability, to ensure all children are valued as individuals. The activities planned in the Foundation Stage promote self-confidence and a positive attitude to learning in all children. We provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.

Monitoring and Review

The Foundation Stage Leader will oversee all the practices to ensure these are consistent across all Early Years' classes. These include moderation of marking and assessment and monitoring weekly evaluations. Engayne has a designated Early Year's Governor, whose responsibility is to liaise, support and monitor the Early Year's provision. The current Early Year's Governor is Debbie Ross.

R Pumfrett May 2017