



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 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 (Effective: May 2021)

Vision

In the Early Years Foundation Stage at Engayne we aspire to give every pupil the opportunity to reach their full potential in a safe, enjoyable and stimulating environment which prepares them for Year One and beyond.

The children are at the heart of everything we do and the team of experienced staff facilitate learning through play or structured activities, ensuring that teaching and learning, achievements, attitudes and well-being of each and every child matter.

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 enjoyable 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.
- To work in partnership with parents and carers to help every child reach their full potential.

Transition

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. At Engayne Primary School transition is carefully planned, taking into account the child's needs and establishing effective partnerships with those involved with the child. 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. Also 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 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 Three areas that are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- **Communication and Language**
 - Listening, Attention and Understanding
 - Speaking
- **Personal, Social and Emotional Development**
 - Self-Regulation
 - Managing Self
 - Building Relationships
- **Physical Development**
 - Gross Motor Skills
 - Fine Motor Skills

Specific Areas The three prime areas are strengthened and applied through the four specific areas.

- **Literacy**
 - Comprehension
 - Word Reading
 - Writing
- **Mathematics**
 - Number
 - Numerical Patterns
- **Understanding the World**
 - Past and Present
 - People, Culture and Communities
 - The Natural World

- **Expressive Arts and Design**
 - Creating with Materials
 - Being Imaginative and Expressive

The teachers within the Foundation Stage plan in ways that reflect the different rates in which children develop, providing opportunities for children to learn effectively. The characteristic of effective teaching and learning 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.

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. Through a range of enjoyable, challenging and stimulating learning opportunities, the children can explore, think creatively and be active both inside and outside. 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 through observation by the adults in the classroom in key skill areas, in the early weeks following admission to the reception class, (Baseline Assessments). Teachers receive useful information from parents and pre-schools to support this process. The governments Reception Baseline Assessment is a short assessment that will be carried out in the first six weeks in which a child starts reception.

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

Observations of children's achievements are collated in their own personal, online learning journal 'Evidence Me'. Parents and carers are encouraged to add their own observations and comments to show us what their children are able to do at home.

At the end of the Foundation Stage the EYFS profile will be completed for each child. Each child's level of development is assessed against the Early Learning Goals. 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) 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 any time.
- 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 (in school reading sessions, themed activity mornings)

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 Julie Deacon.

R Pumfrett May 2021