



Fairfields

PRIMARY SCHOOL

Fairfields Primary School

Early Years Foundation Stage Policy

This policy outlines the purposes, nature and management of Foundation Stage education at Fairfields Primary School. Within this document, the term Foundation is used to describe children who attend school prior to Year 1 and the term Practitioner refers to the adults working alongside your children.

At Fairfields Primary:

- We aspire to ignite a passion for life-long learning.
- We are committed in our pursuit for excellence.
- We are committed to give our children the best possible future life chances, without limits on learning, attainment and achievement. We have a genuine belief that, given the opportunities, every child can succeed.
- We aspire to develop great thinkers, who are independent, resilient and embrace challenges and new experiences.
- We encourage co-operation and collaboration, everyone taking responsibility for all that they say and do.
- We provide exciting but safe and secure spaces, indoors and outdoors, where children can explore, discover and experiment.
- We value everyone as an individual and encourage respect for others and their opinions.
- We aim to develop a strong community spirit in our children that helps them to become positive, active responsible citizens in the future.
- We celebrate and respect the diverse community in which we live and appreciate our responsibilities as global citizens.

We aim to create an ethos where:

- A welcoming atmosphere is created in school, where children, staff, parents and visitors feel valued.
- Our children are happy, feel safe and supported and enjoy coming to school.
- Our children demonstrate good manners and show consideration to and for others.
- Our children are keen, enthusiastic and totally engaged in their learning.
- There is a growth mind-set. We stay positive, we value learning from mistakes and we keep going when things become tough.
- Our children are reflective and thoughtful about their experiences.
- Our children are motivated and have the confidence to challenge themselves as learners.
- Our school environment supports children's learning and values their achievements.
- Teaching is creative, exciting and stimulates and extends children's thinking.
- Our children have a genuine pride in themselves, their efforts and achievements. Talents and creativity are nurtured and encouraged.
- Our staff are committed professionals who demonstrate a love of teaching, a passion for

their own, as well as children's learning and development, and genuine care for the children they teach.

- We have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.

There is a consistency of expectation that everyone, irrespective of gender, race or culture, should feel safe and secure, have empathy for others, and place a high value upon individual achievement and personal development.

Foundation Stage Education

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 EYFS, DFE 2012)

"The healthy, happy child constantly explores everything around him – first of all with his mouth and later with active touch."

Susan Isaacs, The Nursery Years

"We now have the scientific evidence, from brain studies and child development work, to know that three to six year olds learn by doing."

Wendy Scott (British Association for Early Childhood Education)

Aims and principles of the Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum (EYFS) became a statutory framework for all children from birth to five from September 2008. Following this the revised framework for the EYFS was published on 27 March 2012 and will be implemented from September 2012.

Standards set by the EYFS state that all early years' providers must ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives them the broad range of knowledge and skills that provide a solid foundation for their future progress through school and life.

The Early Years Curriculum for the Foundation Stage forms the first stage of our whole school curriculum.

The EYFS seeks to provide:

- Quality and consistency throughout the school setting, 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.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Four guiding principles shape practice in early years settings. These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
2. Children learn to be strong and independent through **positive relationships**
3. Children learn 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/or carers
4. **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The characteristics of effective learning describe factors which play a central role in a child's learning and becoming an effective learner. They underpin learning and development across all areas.

- By **playing and exploring** children find out and explore, use what they know in their play and become willing to have a go
- Through **active learning** children are involved and develop their concentration skills, perseverance and gain a sense of enjoyment through achieving what they set out to do
- By **creating and thinking critically** children have their own ideas, use what they already know to learn new things and choose ways to do things including finding new skills, strategies and techniques.

There are seven areas of learning and development that must shape educational programmes 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.

These three areas, the **prime** areas, are:

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

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

The specific areas are:

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

Educational programmes must involve activities and experiences for children, as follows.

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our curriculum is planned with the children through a series of themes and topics, each of which offers experiences in all seven areas of learning. As the year progresses children will have the opportunity to choose their own topics. Activities for topics are taken from the children and planned by practitioners, who ensure that the required elements of the EYFS are met. As a week progresses the activities often evolve as children have new ideas and suggestions of what they could do. The planning for each topic is displayed on our notice boards.

Continuous provision (CP) is available to provide children with the opportunity to learn in all areas of our setting. Children will also access learning through directed activities whilst working with an adult.

Key Person

When your child starts school they will be assigned to a key person whose role is to ensure that your child's care is tailored to meet their individual needs. Your child's key person will help them to settle into our school and become familiar within the setting.

How our day is organised and planned

Practitioners are in their rooms from 8.35am when the classroom doors open. The day begins at 8.45 am

Lunchtime is from 12.00 – 1.00pm

The day ends at 3.30pm

All children in Key Stage 1 must be accompanied to and from school by an adult. Please let a practitioner know if your child is being collected by somebody else other than on your child's authorised person list.

During the morning session, a fruit or vegetable snack is provided by the Government (free entitlement). The children have access to their water bottles and are able to drink at any time. Children under five receive a free carton of milk every day; parents have the option to pay for milk when their child reaches five years of age.

At lunchtime your child is entitled to one of our free, hot, healthy school meals.

Classes

The children are organised into classes and each class is managed by a teacher and supported by a Learning Support Assistant (LSA) or Nursery Nurse.

Once a child is admitted to a class, they will remain in the same class for the Foundation year. Classrooms are used for registration and whole class activities. During activity times children have free flow access between their indoor classroom and the outdoor classroom areas.

Small groups working with students or parent helpers are always supervised by members of staff.

Outdoor activities

The outdoor classroom offers further opportunities for children to learn and is an essential part of EYFS Curriculum.

The outdoor classroom is a safe, purpose built space where children can develop their physical skills and learn through continuous provision and directed activities. All prime and specific areas of learning are catered for within this learning environment.

Resources

Resources are kept in the Foundation Stage area: classrooms, corridor and outdoor storage areas. Equipment is clearly labelled and where appropriate accessible to the children. Children are encouraged to be independent when selecting and tidying away resources.

Assessment and Record Keeping

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment procedures:

For whole school aspects of assessment, recording and reporting, please refer to the school policy on assessment.

We use the Foundation Stage profile and 'Tapestry'.

Our assessment procedures are:

On entry to the school

Records of transfer are received from pre-school settings; these record the developmental stage each child is performing in within the seven areas of learning.

Teachers make home visits (Time to Talk) in September, where parents can share their child's interests, skills, difficulties and any other information they feel useful or relevant. Informal entry level assessment is made by practitioners during the first half term.

Through the year

Practitioners record daily observations of children's learning which feeds into our continuous assessment and planning cycle.

An Autumn Parents' Evening focuses on how children have settled into school and their Personal, Social, and Emotional development. Parents are invited to share any new information to guide the practitioner's assessment of their child. A Spring Parents' Evening focuses on the progression made from entry.

At the end of a child's time in the Foundation stage

The final Early Years Foundation Stage profile scores recorded within Tapestry are sent to the Local Authority. A report is sent home at the end of the year which includes an opportunity for parental feedback. An open afternoon is held at the end of the year. This is

an opportunity for you to look at your child's work and discuss the end of year report if necessary.

Information about your child's Characteristics of Learning is shared with Year 1 staff as are final EYFS judgements.

Parental Involvement

Parents are partners in their children's learning and we value your opinions and the information that you can give us about your child.

Parents can offer support to their child in a variety of ways such as:

- Providing opportunities to share books at home
- Supporting their child when completing any home learning tasks
- Talking to their child about their day and the activities they have been doing

We actively encourage your involvement whenever we can.

The School Nurse, Speech Therapist and Educational Psychologist can be called upon to offer advice if needed. Curriculum information sessions are planned where parents can learn about activities.

Links with the Community and other Agencies

The Local Community

We use the opportunities offered by the local community in the following ways:

- Visiting local parks, shops and other attractions
- Visiting local museums
- Inviting people in the locality who come to talk to the children (Police, Fire-Fighters, Nurses, local charities etc.)
- Involving local interest groups such as the church, women's groups, local historians, hobbies, experts
- Links with local Residential and Nursing Homes

Professional and Local Services

We have links with the following services:

- Educational Psychological Service
- School Nurses and Health Visitors
- Speech and Language Therapy
- Education Welfare Officers
- Social Services
- Pediatric and other Hospital Outreach
- EMASS

Links with local schools and with other settings catering for Early Years

We have links with local schools and other providers of education for Early Years. These include:

- Schools within the IfTL Multi Academy Trust
- Other local schools
- Nurseries in the social services and independent sectors
- Playgroups and pre-schools
- Child-minders

Equal opportunities

The school has an equal opportunities statement applying to all areas of the curriculum. The EYFS curriculum is:

- Open to all pupils irrespective of their attainment or aptitude
- Fair, unbiased in terms of gender, ethnic or cultural background of pupil
- Encouraging and enabling with regard to pupils with special educational needs

Health and Safety

The Foundation teachers are responsible for liaising with the Health and Safety Co-ordinator to ensure that safety and welfare requirements are met. The Foundation Co-ordinator will also liaise with the Health and Safety Co-ordinator to make sure that safety and legal requirements are met in the installation and use of all Foundation Stage equipment and resources.

Data Protection

The Head of School, Executive Headteacher and the Governors are registered under the Data Protection Act.

Policy Review

The Foundation Stage policy will be reviewed annually to reflect changing needs, progress and practice. The Policy is to be used alongside whole school policies with particular reference to the Foundation Stage.

The following documents should be read in conjunction with this policy:

- School prospectus
- School admissions policy
- Health and Safety policy
- Statements on racism and bullying
- Equal opportunities policy
- Complaints procedure
- Behaviour policy
- Statement on the curriculum for Key Stages 1 and 2

Date: September 2017