

EARLY YEARS FOUNDATION STAGE POLICY

THE EARLY YEARS FOUNDATION STAGE

The term *Early Years Foundation Stage* refers to children from birth to the end of the reception year.

The EYFS is based upon four 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.

STARTING RECEPTION

Children begin the Reception class in the September of the school year in which they will be 5 years old. Please see our admissions policy for entry requirements.

We carry out a very thorough induction process which includes parent meetings, nursery visits and visits into the reception class. All children have a phased induction where they come into school for half days during the first week, leading to full time from week 2. Any child who has not settled will have special arrangements to ensure they transition and settle into school.

UNIQUE CHILD

'Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.'

'Statutory Framework for the EYFS'

At St Barnabas, we believe all children are special. We give all of the children the opportunity to achieve their best by using a wide range of teaching strategies, planning activities that cater for individual's needs. We aim to:

- provide opportunities for children to enjoy learning, develop confidence and self-esteem, and build good relationships with others
- to support, foster and develop children's personal, social, health and emotional well-being
- ensure that the children learn: by watching others, talking, asking questions, listening, exploring, investigating and problem solving
- to respect and value the cultural and linguistic backgrounds of others
- to enable children to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect
- to promote the moral, spiritual, cultural, intellectual and physical development of children
- to provide for learning using first hand experiences and a multi-sensory approach
- to develop positive attitudes and dispositions for learning.

SPECIAL EDUCATIONAL NEEDS

Governors and staff acknowledge that wherever possible, children with Special Educational Needs are given the opportunity to attend St Barnabas if their parents so wish. All children are entitled to equality of access to the full range of educational experiences available.

The school aims to identify as early as possible those children who have Special Educational Needs and act promptly to assess the child's needs and support them in the best way. These needs or concerns may be about developmental delays, learning difficulties, physical disabilities, emotional or behavioural problems, social or family circumstances that may be affecting achievement. Teachers and staff working in partnership with the SENCO will gather information and contact relevant agencies. Parents will be involved in all aspects of assessing, registering, planning the learning programmes and reviewing the child's progress.

EQUAL OPPORTUNITIES

It is the responsibility of all staff to ensure that all children and their parents have equal access to the settings irrespective of gender, ability, ethnicity and social circumstances.

POSITIVE RELATIONSHIPS

Parents and carers are encouraged to visit and see what their children are doing, take part in activities and be actively involved in their children's learning. Staff will create a welcoming, happy and relaxed environment. They recognise that an effective partnership with parents will have a positive impact on child's development and learning. Updates will be put onto the school website and photographs will be taken of the children. All work and any concerns will also be shared with parents throughout the year. Teachers will talk to parents after school about the school day. A school report will be sent out at the end of the child's time in the foundation stage.

Parents will be invited into school for:

- Rhyme time
- Story time
- Stay and explore sessions

All staff involved in the education of young children will develop good relationships with the children in their care so that they feel secure, respected and are able to make mistakes and cope with failure as well as building confidently on their successes.

- A fully qualified Foundation Stage Leader will lead on the planning and delivery of the EYFS curriculum
- A fully qualified Foundation Stage Teacher will plan and deliver the EYFS curriculum
- In addition to which there will be a fully qualified support assistant (qualified to at least NVQ level 2 or equivalent) in Reception.

ENABLING ENVIRONMENT

At St Barnabas we will provide appropriate learning experiences within an effective environment that meets the individual needs of each child and their stage of development.

The indoor environment will be:

- Bright and attractive
- Have areas to engage all learners
- Be well equipped to provide opportunities for children to create their own learning and progress
- Organised to encourage independence

The outdoor classroom will be:

- Safe and secure
- Promote physical development
- Provide covered and shaded areas
- Offer a range of opportunities to challenge learners and explore all areas of learning.

LEARNING AND DEVELOPMENT

'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'.

At St Barnabas, we provide a carefully structured curriculum based on the new Development Matters and Early Learning Goals. Through adult led and child initiated activities, children will have the opportunity to explore, investigate, discover and consolidate their knowledge, skills and understanding. We ensure we will address the

individual needs of all children by enabling them to participate in a broad, balanced, relevant and age appropriate curriculum, with due regard to equal opportunities. We will also build on what the children already know, understand and can achieve.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are

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

The specific areas are

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

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal, social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of

the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

PLANNING AND ASSESSMENT

Planning, assessment, recording and reporting are recognised as essential parts of an effective curriculum. Teachers will consider the individual needs, interests and development of each child and use this to plan a challenging and enjoyable experience for each child in all areas of learning and development.

- The Foundation Stage Leader will lead the planning, effectively deploying the staff to deliver the curriculum
- Long, medium and short term planning will be compiled in line with DFE guidance providing progression and continuity.
- Staff will evaluate planning and consider all areas of provision making observations and suggesting next steps.
- Evidence will be collated in a personalised learning journal book as well as on Class Dojo and in their writing and Maths books.
- Assessment of learning will be used to inform future planning.
- The new development matters will be used to measure children's progress in addition to the Early Learning goals. Pupil progress meetings will take place to discuss children who are off track each term and formative assessment will occur each term to measure progress. Teachers will also discuss this with the child's parents and/or carers and agree how to support the child.

- The statutory government baseline will be administered on entry to the Reception class. Additional observations will also be used as a baseline. Assessments will then be completed termly to identify children's progress.
- Early Years Foundation Stage Profile data will be sent to the LA and transferred to Year 1.

At St Barnabas, in planning, teachers reflect on the different ways that children learn. As stated in the Statutory Framework, we support children in using the three characteristics of effective teaching and learning. 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

WELFARE

'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'

The safety of our children is paramount at St Barnabas. We aim to educate children on boundaries, rules and limits. We provide children with choices to help them develop an important life skill. Children are encouraged to take risks safely.

We:

- Promote the welfare of children
- Prevent the spread of infection by taking appropriate action when a child is ill
- Manage behaviour effectively (see the behaviour management policy)
- Ensure all adults have a DBS

- Ensure that every child receives enjoyable and challenging learning and development experiences which meet their individual needs
- Maintain records, policies and procedures for safe efficient management and to meet the needs of the children.

STAFF DEVELOPMENT

The identification of training needs for all practitioners will take place through Performance Management and/or staff development interviews. The statutory supervision meetings for Early Years will take place each term. Appropriate dissemination of training and INSET will take place, and feedback from all courses will be shared with all the staff.

E WILKINSON

FOUNDATION STAGE LEADER

SEPTEMBER 2021