



# **Corporation Road Community Primary School Early Years Foundation Stage Policy (November 2017)**

**Approved by the Governing Body**

**Date .....**

**Signed .....**

**Chair of Governors: Val Johnston**

**Date: November 2017**

**To be reviewed: November 2019**

Our Early year's policy is based upon the beliefs and practice of this school and should be used in conjunction with the Assessment Policy and SEN Policy. This policy outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage at Corporation Road Community Primary School.

### **Early Years Foundation Stage**

"Every child deserves the best start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

"Statutory Framework for the Early Years Foundation Stage", Department for Children, Schools and Families, 2017

Children develop and learn in different ways and at different rates. In the Foundation Stage children learn best through play based activities and first - hand experiences. Each child is unique and is valued as an individual, we aim to provide a secure foundation through exciting learning and development opportunities, based around the needs of the individual and their interests. We take pride in creating a rich learning environment to help our children become independent learners who feel inspired and challenged.

The characteristics of effective learning and the prime and specific areas of learning and Development are all interconnected.

The ways in which the child engages with other people and their environment- playing and exploring, active learning and creating and thinking critically underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The unique child reaches out to and relates to people and things through the characteristics of learning, which move through all the areas of learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

The EYFS is based upon 4 principles:

- A unique Child
- Positive Relationships
- Enabling Environment
- Learning and Development

## A Unique Child

Every child is a capable and competent learner, who can be resilient, confident and self-assured. Children are influenced by feedback from others. To encourage children to develop positive attitudes to learning we use praise and encouragement alongside celebrations and rewards.

## Positive Relationships

Children learn to be strong and independent from secure relationships. We aim to develop caring and respectful relationships with the children and their families.

## The Learning Environment

The Foundation Unit is organised so that children can explore independently and keep safe and secure. There are many different areas for the children to choose activities in their child-initiated time. They can be active and quiet and rest. The children can access the different areas independently and choose resources freely.

## Our Objectives

- To provide a happy, caring, safe and secure environment for learning so that each child's needs and interests are catered for. Every child needs to have fun.
- To establish safe and secure relationships with children and families.
- To provide a high-quality curriculum and have high expectations for every child.
- To ensure that our children become aware of moral and social values.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning.
- To value the cultural diversity within the school and community.
- To foster positive home school links.
- To ensure our children are happy and healthy and all achieve their full potential.

EYFS is not only a stage to prepare children for the next stage of education. We do want our children to be ready for Year 1 and we also believe it is also preparation for life. The EYFS is from birth to five years of age. The final year of EYFS is referred to as the Reception year. As professionals we realise the importance of getting to know each child. Children come with a wealth of experience and knowledge. We see working in EYFS as a privilege, working with children and taking on the task of building upon their knowledge is both exciting and most rewarding. This is done through a holistic approach, ensuring that parents/guardians, support staff and the Foundation Stage team work effectively together with our children.

## The Foundation Stage

The content of our curriculum is based around the EYFS document. We follow the guidance within the 7 areas.

### Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language.

### Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All the areas of learning are interconnected. The prime areas are vital in helping children be curious and enthusiastic, they help children build upon their capacity to learn, to form relationships and thrive. Our curriculum provides a balanced and fun experience for each child, in order we develop the 'whole child'. We provide a balance of adult led and child-initiated activities. Children are encouraged to take some responsibility for initiating their own lines of enquiry and investigation.

### Planning and Assessment

Good planning is the key to making children's learning, effective, exciting, varied and progressive. Our curriculum is relevant and creative. Effective learning builds upon what children know and can already do. Our observations of children inform our next steps of learning which is fed into the planning. All adults are involved in the planning process. All children are valued irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability. Experiences are planned which are inclusive.

Our weekly planning is used as a guide, by the team and can be changed in response to the needs, achievements and interests of the children. We indicate the changes on the planning.

We make regular assessments, using the EYFS profile, of the children and our shared information within the team helps inform our future planning. Assessment is varied and we use long and short observations. We value children's voice and collect evidence from the children regularly. We also value our parents voice which helps us enormously with our judgements about our children. In Reception we assess the children against the EYFS Profile, this summarises all the formative assessments and makes statements about the 17 scales and we can summarise the children's

progress towards the early learning goals. It is completed every half term and we collate the data using our school system by Anthony Conlin. Teachers attend cluster meetings and moderation meetings and we hold regular moderation in house. In Nursery we carry out focused activities and make observations to help us assess the children and use Development Matters to guide us with our judgements. During the last term we provide a written summary to parents reporting the children's progress. We have regular parent's meetings to discuss progress throughout the year.

The quality of the taught curriculum is monitored by the Head Teacher, Deputy Head and Team Leaders through regular lesson observations, dialogue with pupils and planning.

The Early Years Leader monitors teaching and learning across the Foundation Stage and analyses Early Years data alongside the Head Teacher.

### Our induction Process

Our aim is to establish a smooth and successful transition to school.

- Visits to pre - school establishments, if necessary.
- During the Summer term play sessions are held in Nursery and Nursery children starting school will attend play sessions in the Reception class.
- Liaison with outside agencies.
- Meet the teacher – Parents and teachers come and meet the team and parents complete a starting school forms, to share information about their child with the Reception Teacher.
- Parents visit with child.
- Nursery teacher to do home visits and parents will share information with the class teacher and complete relevant paper work.
- Transfer records from different settings inform teachers about the new intake.
- A transition period takes place at the end of the Summer term to aid children in settling in and feeling safe and secure. The team establish good relationships with the children and their families. Teachers do a baseline assessment.
- Children start altogether in September.

### Reception to Year 1 Transition

Reception and year 1 teachers work together to make the transition from Early Years to KS 1 as smooth as possible. The EYFS profile are passed on to the year 1 teachers and discussed, in July.

## Staffing and Organisation

At Corporation Road Community School we have 2 classes in Nursery and have 52 places within the Nursery and 2 Reception classes. The unit is connected by double doors. We have access to the outside area and our doors enable the children to have free flow throughout the sessions. There are doors leading to the outdoor area from both the Nursery and the Reception classrooms.

Each class has a qualified and DBS cleared teacher who acts as the key person and a Level 3 qualified Teaching assistant. The team has qualified Teaching Assistants and support staff. Our ratio is 1:13 as outlined in the statutory guidance. Staff work together closely and our happy team ensure we plan an effective learning environment, prepare resources and review assessments weekly. We are all paediatric First Aid trained.

We engage in ongoing professional development to improve our teaching skills, knowledge and understanding. All staff are encouraged to take part in professional courses. We also attend in-house training.

## Home/School Links

When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the children's development.

We try to develop a positive partnership by:

- At meet the teacher evenings we outline our expectations.
- We hold curriculum meetings
- Encourage parents to complete the admission form.
- Regular newsletters
- Wow books – home school books to celebrate our children's achievements.
- Having an open - door policy
- Encourage parents to help with school visits.
- Encouraging reading regularly at home and comment in the home/school diary.
- Reading HFW at home.
- Discussing children's targets with parents at regular meetings.
- We value the importance of our parents and carers being playing the most important and vital role in educating our children. When children start school with basic skills like toileting, washing hands, behaving appropriately and having personal help skills have the best start in their education. It is crucial for parents to teach the skills needed in preparation for school. Parents need to support their child with homework.

### Camera use

In both Nursery and Reception we collate a lot of evidence by taking photographs. We use the photographs in school and always seek parents/carers permission. We have signed consent forms. We follow strict rules on visits and events with our families and communities.

We follow the guidelines of our camera and mobile phone policies.

### Safeguarding Policy

Safeguarding and promoting the welfare of our children is paramount and we follow our guidelines strictly with an attitude that 'it could happen here'.

In Nursery we change nappies and follow our intimate care policy.

### Equal Opportunities

We aim to provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life. Every child is valued fully. Adults are aware of the impact we have in promoting positive attitudes.

### Inclusion policy

Children with different needs will be given support as needed so they can access all the curriculum. We teach children from a level of where they are at. We realise every child is unique and individual. This ensures each child reaches their full potential. This includes children that are more able. Individual support plans identify targets in specific areas of learning. Teachers discuss the targets with children and their parents/guardians. Progress is reviewed every term. Our SEN Team help and support us when needed. Pam Sayer advises us alongside the SEN team and arranges outside agencies.

This policy will be reviewed in November 2019

Written by Melanie Hirst

