



Corporation Road Community Primary School Early Years Foundation Stage Policy (September 2020)

Policy Version Control	
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Corporation Road Community Primary School has high ambitions for all children and recognises that each child is unique. Children have different starting points to their learning and bring differing experiences of life to school. We aim for children to be well-rounded individuals who are independent, resilient, and confident in themselves and with others.

Corporation Road Primary School's Early Years policy is based upon the beliefs and practice of the school and should be read in conjunction with the Assessment Policy and SEN Policy. The policy outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage at Corporation Road Community Primary School. It also provides a framework for staff, governors and visitors to monitor the impact of Early Years Foundation Stage education.

Corporation Road Primary School values the uniqueness of every child. Children are learning to be a member of the school community. The Early Years Foundation Stage promotes positive relationships in an enabling Early Years environment. Children develop and learn in different ways and at different rates.

The Early Years Foundation Stage Policy is written with reference to -

- The Early Years Foundation Stage (Learning and Development Requirements)
- The Early Years Foundation Stage (Welfare Requirements) Regulations 2012
- The learning and development requirements section 39(1)(a) of the Childcare Act 2006
- Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five

Organisation of Early Years Foundation Stage classes

Corporation Road Primary School teaches all Early Years Foundation Stage children in the Foundation Unit which is an area divided into a 52 places Nursery and a Reception Class of up to 30 children. The unit is connected by double doors. All children have daily access to an outside learning area. We have access to an outdoor classroom. Our outdoor curriculum is based around Seasons and Nature. Communication and Language is a central part of all the learning that takes place.

The ratio of staff to children adheres to statutory guidance 1:13 in Nursery and 1:30 in Reception. Each class has a qualified and DBS cleared teacher as the key person and a Level 3 qualified Teaching Assistant. The team has qualified Teaching Assistants and support staff. All staff are paediatric First Aid trained.

The Early Years Learning Environment

The Foundation Unit is organised to promote learning through play. Children explore independently, think about problems, and relate to others. There are many different areas for the children to choose learning activities independently and select resources-

Children experience a balance of adult led and child initiated activities across the day. Staff carefully plan areas to promote learning, reflect children's interests, provide opportunities to extend and practise the skills they have learned during direct teaching.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas. Further to this, in the Foundation Stage, whilst following the National Curriculum, topics can be fluid, determined by the children's interests, enquiry, engagement, motivation and thinking.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development.. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

During the children's first half term, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Aims of Early Years Education

- To provide a happy, caring, safe and secure environment for learning so that each child's needs and interests are catered for. To give each child a positive and fun start to their school life, in which they can establish solid foundations on which to expand and foster a deep love of learning.
- 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 children develop moral and social values.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning. To enable children to think critically and take risks with their learning.
- To value the cultural diversity within the school and community, by raising awareness of the child's wider community, starting with their local community.
- To foster positive home school links.
- To prepare children for 21st century life; by ensuring every child is literate, numerate, empathetic towards others, resilient and ambitious to succeed in whatever they set out to achieve.

The characteristics of effective learning

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.

Positive Relationships

To encourage children to develop positive attitudes to learning staff use praise and encouragement alongside celebrations and rewards.

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

Early Years Foundation Stage Curriculum

"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

The Foundation Stage curriculum at Corporation Road Community Primary School follows the curriculum as outlined in the Statutory Framework for the early years foundation stage. It forms the first stage of the school curriculum. Education is based on the seven areas of learning and development -

Prime Areas

The three prime areas reflect the key skills and capacities children need to develop in order to learn effectively, and become ready for Key Stage One -

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

Specific Areas of Learning and Development

Planned, purposeful play enables children to explore, think about problems, and relate to others in -

- 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. The curriculum provides a balanced and fun experience for each child, in order to 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.

The Early Years Foundation Stage curriculum at Corporation Road Community Primary School is based on a range of topics that come up naturally and follow the interests of the children. Staff plan through topics and use high quality texts to excite and motivate children. The learning activities are linked together to provide a meaningful context and encourage children to immerse themselves in new experiences. The learning experiences form the foundation for the school curriculum but is made suitable for very young children, and is designed to be flexible so that staff can follow childrens unique needs and interests. The curriculum promotes intense, high quality communication and language in all learning experiences.

Curriculum

In order that the children recall prior knowledge school has selected 4 main themes that we want the children to learn about. Our main themes are Community, Citizenship, gender and equality and Legacy and Impact.

Communication, language and literacy development

To support the teaching of communication, language and literacy development in Early Years staff follow a teaching programme called 'Sounds Write'. The Sounds write programme teaches the three essential skills of segmenting, blending and phoneme manipulation necessary for reading and spelling throughout the programme on a daily basis until all pupils achieve the automaticity that underlies the fluency of every successful reader.

In Nursery, staff use a speech and language programme called 'Early Talk Boost' and children are supported with a vocabulary book to develop language acquisition. At the end of Nursery children will commence *the Sounds Write phonics scheme* if they are ready. Speaking and listening is at the heart of everything we do through quality first teaching, singing nursery rhymes, reading stories, role play and modeling good language.

'Sounds Write' is taught from the *last half term* of nursery and carries on until the end of KS1. Children may access the 'Sounds Write' programme if they are new to school and need supporting with phonics. By the end of Reception children will have met all the sounds in the initial code. They confidently blend and segment words and manipulate sounds. Blending is a vital skill for reading and segmenting is important for spelling.

Story telling is at the heart of the curriculum and children are encouraged to tell their own stories in *Helicopter story time* and listen to others. Children tell their story and the whole class act it out. The children love *Helicopter story time* and it supports developing their listening skills and confidence.

Writing

In Nursery pre writing skills are taught through gross motor skills activities. We concentrate on large movements first with activities like using big brushes to sweep outside. Later we develop fine motor skills with activities like play dough. Children are able to access various writing materials in their play and we encourage the correct pencil hold from day one.

In Reception children are taught skills of holding their pencil correctly, sitting up with their feet flat on the floor, holding their work as they write. The children are taught writing from starting the phonic programme. Children will write cvc words and later write dictated sentences. Alongside the writing in

phonics children will carry out daily handwriting practice. Children can access writing areas inside and out during child initiated time.

Reading is an extremely important part of our day. The children can access books in the reading areas. In Nursery children are able to take a library book home to share and are read to frequently in the session. Telling stories in Nursery is a very interactive session and we use story sacks and prompts to engage the children fully.

In Reception reading is taught with the Sounds Write Phonic Programme. All children will learn segmenting and blending and manipulation of sounds from day 1. After unit 1 has been taught the children will start reading a book that matches the correct level that they have previously been taught. Books are sent home and children are encouraged to read some of their book each night. Children are regularly listened to reading.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 3	Summer 4
Nursery Main texts						
Reception Main texts	Starting school My Street Homes	The Little Red Hen Handa's surprise	How to save a Dragon How to look after your dragon Knights and castles	The Three Billy Goats Gruff	Jack and the Beanstalk	Seaside Marine Life Journeys Mrs Gumpeys outing
Nursery Science through Understanding the World	Autumn Leaves	Autumn Leaves	Floating	Floating Dinosaur bones	Shadows Life cycles	Shadows Farm animals classification
Reception Science through Understanding the World	Floating and sinking My Body	Materials Senses	Floating boats	Fairy tale science	Growing Changes of state Tasting	Building bridges engineering
Nursery Geography through Understanding the World	Weather and the environment	Weather and the environment	Antarctica Weather and the environment	Dinosaurs Weather and the environment	Weather and the environment	Farm location Weather and the environment
Reception Geography through Understanding the World	Where I live – Darlington, make 3D maps My community Autumn	Compare a village in Africa through story Handa's surprise	Weather and seasons	Spring	Summer outdoors	Summer
Nursery History through Understanding the World	Ourselves talking about how they have changed	Ourselves talking about how they have changed	Talk about changes in weather using vocabulary yesterday today		Sequencing growth and living things	Baby farm animals / adults
Reception History through Understanding the World	Using vocabulary to explain the passing of time Chronology looking at	Learn about a significant individual – People Who Help Us	Talk about significant events Events in the family	Talk about a significant individual An artist Paul Klee	Sequencing the growth of living things	Artist – Monet Old vehicles/ new vehicles

	how they have changed from being a baby					
Nursery Art through EAD						
Reception Art through EAD	Drawing from observation Drawing lines and circles	Collage Cutting and tearing Loose parts	Explore pencil control colour	Colour mixing Talk about an artist and their work	Art in nature Loose parts and natural materials	Colour Texture and collage
Nursery PSHE	Feelings and emotions Manners and routines	Following rules	Being Fair	Being Honest	Being Responsible	Transition
Reception PSHE	Making Friends	Following Rules	Being Fair	Being Honest	Being responsible	Year 1 ready

The quality of the taught curriculum is monitored by the Head Teacher, Deputy Head and Team Leaders through regular lesson observations, learning walks, 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.

Planning, Assessment, Observations and Learning Journeys

Good planning is the key to making children's learning, effective, exciting, varied and progressive. 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.

Effective learning builds upon what children know and can already do. Observation of children identifies the next steps of learning, which is fed into the planning. All staff are involved in the planning process. 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 these changes on the planning.

Staff make regular assessments of the children and share information within the Early Years team to inform planning. Assessment is varied using long and short observations. The Early Years team value children's voice and collect evidence from the children regularly. Parental voice supports judgements about children's learning and development.

In Nursery staff carry out focused activities and make observations to assess children. Development Matters guides judgements. During the last term of Nursery a written summary is provided to parents which details the child's progress. Regular meetings with parents enable staff to discuss progress throughout the year.

In Reception children are assessed using the EYFS Profile, this summarises all the formative assessments and makes statements against 17 scales. Assessment is completed every half term and staff collate the data using the school assessment system by Anthony Conlin. Teachers attend cluster meetings and moderation meetings and hold regular moderation sessions which compare children's achievements.

Induction Process

The aim of the Early Years Induction Process is to establish a smooth and successful transition to school by –

- The parent visiting Early Years with child
- The Nursery teacher visiting the child's home and parents sharing information with the teacher and completing relevant paper work
- Using transferred records from different settings to inform teachers about children's previous learning
- Visits by staff to pre-school establishments, if necessary
- New children starting in Nursery will have a staggered start to ensure a smooth transition.
- Providing induction sessions for new starters in Nursery during the Summer Term
- Providing induction sessions for the Nursery children starting Reception class will attend in the Summer term.
- Staff liaising with outside agencies involved in a child's development
- Inviting parents and carers to 'Meet the teacher' where they will meet the team and parents complete a starting school form, to share information about their child with the Reception Teacher
- Conducting a transition period 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 complete a National baseline assessment in Reception. Nursery uses a homemade school baseline.
- Children all commencing *Reception start* on the first day of the Autumn Term

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. Each child's EYFS profile is passed on to the Year 1 teachers and discussed, in July.

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:

- outlining our expectations at 'meet the teacher' evenings
- holding curriculum meetings
- Encouraging parents to complete the admission form
- Distributing regular newsletters
- Sharing Wow books – home school books to celebrate our children's achievements.
- Having an open - door policy
- Encouraging parents to help with school visits
- Encouraging reading regularly at home and comment in the home/school diary
- Reading HFW/phonics at home
- Discussing children's targets with parents at regular meetings
- Expecting parents need to support their child with homework.

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. We value the importance of our parents and carers being playing the most important and vital role in educating our children.

This policy links to and should be read in conjunction with Corporation Road Community

Primary School **policies on**

Teaching and Learning

Assessment

SEND

Equal Opportunities

Safeguarding

Intimate Care

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This policy will be reviewed in February 2022

Written by Melanie Hirst

