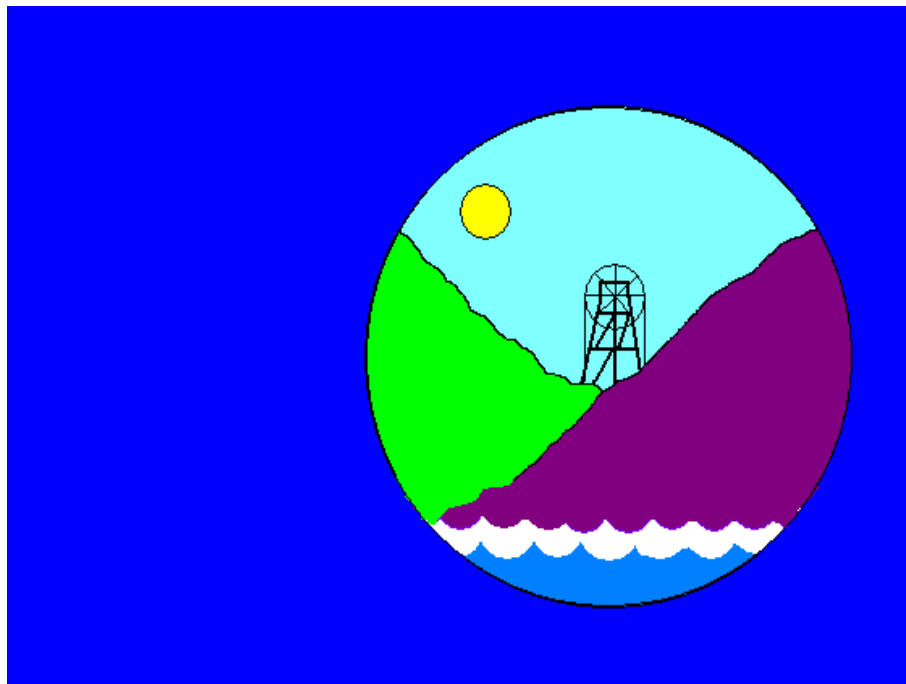


# **Early Years *Foundation Stage***

**A Policy Statement**

**Lingdale Primary School & Two  
Year old provision**



**Sept 2013**

## **Early Years Foundation Stage Policy**

**Effective from 1st September 2013**

Within this document, the term Early Years Foundation Stage is used to describe children who are in our 2 year old provision, Nursery and Reception class.

### **Aim**

At Lingdale Primary we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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.'

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; Learning Support Policy; Behaviour Policy; Parents as Partners Policy; Key Person policy, Attendance Policy, Complaints Policy and Play Policy.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- 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
- Children develop and learn in different ways and at different rates

## **Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

## **Home Visits**

- Prior to any child being welcomed into our school the first point of contact will be made, with both parents and child, in the home
- A home visit will be made shortly before the child is due to start /2 year old provision/Nursery. Two members of staff will make the visit
- The visit will give the staff the opportunity to meet both parents and child in comfortable and secure surroundings
- If home visits are not possible arrangements will be made for the family to meet in school.
- Meetings will be used, not only to get to know parents and child, but additionally to explain routines, times etc and to answer any questions that may be asked of the Nursery or the school. They will enable staff to interact with the child and provide him/her with a reference point for when they do eventually formally start Nursery
- Meetings will give an opportunity for both parents and school to discuss mutual expectations or support that may be offered
- The opportunity will be available to arrange /2 yr old provision/Nursery visits. Parents and child will visit together to enable smooth settling procedures
- Communication will be encouraged between settings where children attend before or after school clubs or day care settings

## **Parental Involvement**

Parental involvement is part of the partnership on which our early years are based. Parents can be involved in our Foundation stage in a variety of ways: -

- Initially parents may wish to remain in Nursery with their child over a period of visits until the child has settled. The parent may choose to taper off these visits as the child settles
- Parents support will be positively encouraged and welcomed. This support may involve interacting and working with children while they are engaged in activities within school or at home.
- The education of our children is a partnership based upon a high level of trust and communication. A partnership within which our children may develop their full potential.

## **Children**

Each child will be well supported by practitioners (teachers and assistants) within the setting. In addition, a named key person will be allocated to each child.

Within the Foundation Stage children will constantly encounter new experiences in order to extend their skills, develop their confidence and build on what they already know. Children will be encouraged to deepen their understanding by playing, talking, observing, planning, questioning, experimenting, respecting, reflecting and responding to adults and each other. Play will be a key area through which learning will be developed – through well-planned play children will learn with enjoyment and challenge during the foundation stage.

Children will encounter their learning experiences within an environment of security in which all contribute to the positive ethos and value system of the school. This value system will be demonstrated by practitioners, communicated to parents and experienced by children.

## **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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 are the **prime** areas:

## **Communication and Language**

## **Physical Development**

## **Personal, Social and Emotional Development**

Children are also supported through the 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**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we use topic webs to plan activities and try and use the children's current interests. Practitioners working with the youngest children in the two year old provision and in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Lingdale Primary School and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

By the end of Foundation stage we expect children to be within the expected level of development by achieving the 17 Early Learning Goals. (see back of policy)

## **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey on the I pad which are shared with parents. In the Spring term, parents are invited to attend a parents evening and reports are written once a year.

## **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury.

## **Inclusion**

We value all our children as individuals at Lingdale Primary, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

## **Parents as Partners and the Wider context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways – see our separate Parents as Partners policy.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with

those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to 2 Year olds/Nursery/Reception to develop familiarity with the setting and practitioners. They receive a small booklet containing photos and complete an 'All about me' sheet or questionnaire.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **Play**

Areas will be planned, organised and resourced to provide opportunity for learning through play across the seven areas of learning and development, both indoors and outdoors. The outdoor area provides greater opportunity for the development of gross physical skills, exploration and investigation.

Provision of space, time and materials will be made to initiate play, sustain it and develop its potential. Rules to safeguard children, protect equipment and enable play to take place will be followed.

Practitioners involvement will be to further each area of learning through participation, initiation and intervention

Statutory Framework 2012- 1.9 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1'

### **Space**

Specific areas within the classroom promote specific forms of play – Make believe, construction, domestic play, play with natural materials and outdoor play

### **Time**

Time to become involved, explore, extend ideas, problem solve, develop concepts, language, socialise be flexible, adapt and take risks.

### **Materials**

Providing or withholding materials. Materials may be topic related e.g. shop or ideas taken from the child.

Materials provide in very young children security e.g. domestic play links home to school providing a starting point for emotional stability in the foundation stage, challenges set in

later stages e.g. play involved in garden centre, café, pet shop etc. (ideas from the wider environment)

### **Rules**

Rules are made to ensure protection of children's safety and safety of equipment. To minimise noise and movement. Children make their own rules in play. To ensure equality of opportunity within the curriculum e.g. turn taking.

### **Practitioners Involvement In Children's Play**

- As role model within play or alongside play
- To value play
- To help children make links in their learning e.g. writing during role play, imaginative play in Literacy and Mathematical teaching
- To initiate ideas
- To intervene or not to intervene
- To observe
- To model language

### **Practitioners**

Within the Foundation Stage Practitioners will support the children in all areas of development

- Have high expectations of all children
- Observe and interact with children in order to plan, monitor and assess their needs and progress
- Liaise with parents, colleagues and other agencies so that education becomes a continuous process
- Continue to develop their own knowledge and expertise in early years education
- Encourage parents and helpers to support the needs of young children both at home and in the setting
- Be sensitive, responsive and supportive to significant aspects of each child's development and experiences at home
- Establish feelings of trust with parents and children

Development Matters 2012- A Unique Child, Practitioners: 'Understand and observe each child's development and learning, assess progress, plan for next steps, support babies and children to develop a positive sense of their own identity and culture, identify

any need for additional support, keep children safe, value and respect all children and families equally’

### **Inclusion**

All children are welcomed into the Early Years setting and have equal access to all areas of the curriculum.

All children are taught skills of support, help, patience, tolerance – skills which may be needed when interacting with children whose second language is English, who have disability or have difficulty forming positive relationships.

### **Outcomes**

#### **Early Years outcomes**

See attached file – Early years outcomes

We expect children to reach the Early Learning Goals by the end of Reception.

### **Conclusion**

Following this policy within the context of a well planned, well organised early years setting will support children in their journey towards achieving their early learning goals and in some cases go beyond.

**This policy will be reviewed in two years time unless there are changes to the guidance before this date.**

Policy Last Updated: Jan 2014