



## Early Years Foundation Stage Policy

### 1. Introduction

- 1.1 The Early Years Foundation Stage applies to children from 2½ years of age to the end of the Reception year. At Oakwood, children are able to join our Nursery and Kindergarten prior to starting Reception in the September of the academic year in which they are five.
- 1.2 The Early Years Foundation Stage education we offer our children is based on the following principles:
- it builds on what our children already know and can do.
  - it ensures that no child is excluded or disadvantaged.
  - it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activity that provides opportunities for learning both indoors and outdoors.
  - it provides a rich and stimulating environment.

### 2. Aims of the Early Years Foundation Stage.

- 2.1 The curriculum of the Early Years Foundation Stage (EYFS) 2014, underpins all future learning by supporting, fostering and promoting development through the children's early learning goals:

#### PRIME AREAS:

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

#### SPECIFIC AREAS:

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

- 2.2 We also follow the Early Years Foundation Stage Themes and Commitments which are:

- a unique child – every child is a competent learner;
- positive relationships – children learn to be strong and independent;
- enabling environment – supporting and extending a child's development;

- learning and development – 3 prime and 4 specific areas of learning and development.

2.3 The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way 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 relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

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

### 3. Teaching and learning style

3.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching in Key Stages 1 & 2.

3.2 The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that highly qualified, dedicated, professional teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first hand experiences give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interest and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations – pictures and regular meetings with parents to share journals;
- “Next Steps” are set termly;
- the clear aims of our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Early Years Foundation Stage;
- observations throughout the year on each teacher/key person.

3.3 There is close liaison between all Early Years Foundation Stage teaching staff as well as with colleagues in key stages 1 & 2 and each week in the summer term, teachers rotate and take a colleague’s class for a session ie the class of children they will have in September. Reception class teachers liaise closely with Year 1 teachers to ensure a smooth transition between year groups.

#### **4. Play in the Early Years Foundation Stage**

- 4.1 Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

#### **5. Inclusion in the Early Years Foundation Stage**

- 5.1 In our school we believe that all our children matter. We give the children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning or by observing what the children's interests are.
- 5.2 In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the significant stages. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special education needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We also have more details in our 'Local Offer' document on our website. We also have a dedicated and trained IENCo who works across the whole school supporting and monitoring inclusion in the Early Years.

- 5.3 We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- following the Early Years Foundation Stage Framework.
- meeting with parents to discuss children's progress on a regular basis.

#### **6. The Early Years Foundation Stage Curriculum**

- 6.1 The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the EYFS Themes and Commitments and the EYFS curriculum 2014. The experience that our children meet often enables them to develop a number of competencies, skills and concepts across several areas of learning.
- 6.2 The EYFS Themes and Commitments are in line with the national objectives. In the Reception year in our school, children have a daily numeracy lesson and a literacy lesson to ensure a smooth transition into Key Stage 1.

- 6.3 The EYFS Themes and Commitments provide the basis for planning throughout the Early Years Foundation Stage. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the goals children are working towards and for those working towards Levels 1 and 2 of the National Curriculum. It is also reviewed and amended daily according to the needs, interests and development of the children showing flexibility within the EYFS.

## **7. Assessment**

- 7.1 Assessment in the Early Years Foundation Stage takes the form of formative assessments with observation, involving the teacher and other appropriate adults/key persons ensuring that these assessments shape the learning experiences for the future.
- 7.2 Each teacher or key person keeps an E-Journal using 'Tapestry' for each child and uses these to record achievements, goals and next steps. A termly summary review of general progress and future targets are also recorded. These records contain a wide range of evidence that we regularly share with parents on-line and at parental consultation meetings and on a regular, informal basis. These are firmly in line with Development Matters.
- 7.3 Parents receive an annual report via 'Tapestry' that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June they are released to parents at the end of the Summer Term. Parents receive a briefer written report at the end of the Michaelmas Term, again using 'Tapestry'.
- 7.4 'Tapestry' E-Journals are kept at Oakwood School until the end of the Michaelmas Term in Year 1. The e-journal will be accessed by all Oakwood staff to monitor learning and assessment.
- 7.5 At the age of 2-3 years old, parents receive written summary, again using 'Tapestry', detailing their child's development in the Prime Areas with reference to their development levels in the other Specific Areas. The progress checks offer staff, professionals and parents a clear picture of individual children's stages of development at this crucial age.
- 7.6 At the end of the Early Years Foundation Stage, the Pupil Profile Scores are submitted to the LEA by the Assistant Head following guidance and practice recommended by the local authority ensuring moderating is accurate, transparent and compliant. These scores are also shared with parents/guardians in the Summer Term reports at the end of EYFS. The setting is also regulated by the WSCC moderation team ensuring correct judgements are made. All Reception teachers regularly attend WSCC training, monitoring and moderation update meetings and events to remain abreast of changes and regulations.

## **8. The role of parents**

- 8.1 We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- providing the children with the opportunity to spend time with their class before starting school;
- inviting all parents to a meeting at the start of the school year

- encouraging parents to talk to the child’s teacher informally at any time (“open door” policy) if there are any concerns or to discuss general progress, and there are more formal parent/teacher meetings each term.

**9. Resources, Outside Visitors and Trips**

- 9.1 We plan a learning environment both indoors and outdoors making use of our glorious surroundings. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of activities on offer, as we believe that this encourages independent learning.
- 9.2 An Early Years Foundation Stage bank of resources are available for colleagues to share play equipment and ideas and staff are encouraged to rotate toys, resources and equipment to maintain stimulating and freshly exciting classrooms.
- 9.3 Trips and outside visitors occur regularly throughout each term. Refer to Educational Visits and Activities Policy and Educational Visits for EYFS children.

**10. Admissions**

Admissions take place from 2 ½ years and we accept children in the Nursery at any time during the academic year for a minimum of 2 sessions. Sessions are increased by consultation with parents and the Nursery Leader when appropriate for each individual child. Please refer to our Admissions Policy for further details.

**11. Monitoring & Evaluation**

Monitoring the standards of children’s work and of the quality of teaching in the Early Years Foundation Stage is the responsibility of the Early Years staffing team in tandem with the Assistant Head and Nursery Leader. The Assistant Head reviews samples of children’s work and visits classes to undertake teaching and observe teaching in the subject. This system is formalised during the Summer Term Curriculum Review when a verbal report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement that need to be included in the school development plan and a full SEF is completed and evaluated regularly and contributed to by all Early Years Foundation Stage staff.

Reviewed: January 2016	By:	Yvonne Lee Assistant Head
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Signed: 	By:	Clare Bradbury Headteacher
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