



CLARENDON PRIMARY SCHOOL

Together we shine



Early Years Foundation Policy

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Philosophy

In the Foundation Stage classes the children are cared for and provided with a **stimulating** and **challenging** environment to try to give them the best possible start to their career at Clarendon School. Every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. In **partnership** with the family and carers we enable them to begin the process of becoming active learners for life.

1. Introduction

The **Early Years Foundation Stage** (EYFS) applies to children from birth to the end of their Reception Year.

In our school, children may join us in the Nursery or at the beginning of the school year in which they are five.

Compulsory schooling begins at the start of the term after a child's fifth birthday.

Key Stage 1 begins for our children at the beginning of Year 1.

The EYFS is important in its own right, and in preparing children for later learning. Children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- The early learning goals in literacy and mathematics.

1.1 The Early Years 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
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning
- it provides a rich and stimulating environment
- it enables children to make an effective transition from home to school.

2. EYFS Principles

2.1 Effective practice in the EYFS is built on the following four guiding themes:

- 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**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

3. Teaching and Learning

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 across the whole school. It includes whole class teaching, working with small groups or individuals and on-going observations.

3.2 Classroom organisation. We have a large Nursery class room and two Reception classes where the teachers and teaching assistants, work as a team.

The children in Reception use the School Hall at lunchtimes. They begin to go into Key Stage assemblies during the Spring Term.

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

- The partnership between practitioners and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that practitioners have of how children develop and learn, and how this affects planning and teaching; we start from the child and his/her needs and plan the learning linked to our assessments and observations to generate personalised next steps.
- 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; we believe that children learn through active, hands-on experiences both in and outside of the classroom.
- The carefully planned curriculum that helps children to work towards achieving 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 interests 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 and self-confidence.
- The support for learning with appropriate space, facilities and equipment.
- The identification of the progress and future learning needs of children through 'Assessment for Learning' of children through observations, which are regularly shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.
- The clear aims and success criteria for our work, and the regular monitoring to evaluate our planning and improve what we do.
- The regular identification of training needs of all adults working within the Early Years Foundation Stage to ensure the very best provision for our children based on current research and exemplary practice.
- The development of outdoor provision, which enables children to learn about their environment and participate in activities in a more physical and creative way.

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. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation Stage Curriculum. The children 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. They express fears or re-live anxious experiences in controlled and safe situations. The children are involved with both group and individual play, some initiated by adults, some by the children. They learn through being active learners working with a wide range of resources. Through play children will develop intellectually, creatively, physically, socially and emotionally. It gives children the opportunity to take risks and make mistakes. 'Play is children's work.' To ensure that good quality play takes place we offer extended periods of continuous provision. This provision provides the secure environment needed to foster children's confidence and development. During extended periods of play children take their learning and interaction to a new level and through careful observations, opportunities are then made for practitioners to establish how to further develop the children's learning.

5. Inclusion in the Early Years Foundation Stage

5.1 At Clarendon School we believe that all our children matter. We give our 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 (see our policy on school inclusion).

5.2 In the Early Years Foundation Stage we set realistic and challenging expectations to meet the needs of our children. We strive to achieve this by planning to meet the needs of boys and girls, children with special educational needs which includes children who are more able and children who need more support,

children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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. This may involve referral to outside agencies such as speech therapy or additional classroom support for some of our children.

6. The Early Years Foundation Stage Curriculum

6.1 The curriculum for the Early Years Foundation Stage is grouped into seven interrelated areas of learning. Our Foundation Stage curriculum reflects the experiences and activities to develop the knowledge, skills and understanding necessary to achieve the **Early Learning Goals** by the end of the Reception year, the educational Programme specified in the **EYFS Curriculum**.

The three prime areas of learning are:

Personal, Social and Emotional Development

Communication and Language

Physical Development

These prime areas are supplemented by four additional specific areas of learning, which strengthen the development within the prime areas. These are as follows:

Literacy

Maths

Understanding of the World

Expressive Arts and Design

The experiences that our children meet enable them to develop a number of competencies, skills and concepts across several areas of learning. Learning in EYFS is holistic, none of the areas of learning can be delivered in isolation from the others, and they are equally important and depend upon each other to support the breadth of experience to enable each child to develop.

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6.2 Practitioners initially address the requirements in a flexible way. By the end of the Early Years Foundation Stage more emphasis upon recording in literacy and mathematics is made, sessions are also slightly extended as appropriate. This is part of the smooth transition to Key Stage 1.

6.3 Medium term planning is completed half-termly and identifies the intended learning with outcomes for children working towards the Early Learning Goals. The weekly short-term planning in Nursery and Reception consists of a phonics focus, early reading, mathematics and an early writing task these are often led by the children's current interests. Children follow the Super Sonic Phonics Friends Anna Lucas program for phonics. Weekly planning meetings are held between the Nursery staff and the Reception staff to ensure that activities will engage and motivate the children.

7. Assessment

7.1 As each child enters Reception we use the National Reception Baseline to assess specific areas of learning. Teachers baseline all children within the first 6 weeks of them starting Reception. The child's performance is inputted in to the DfE tracker. These scores, in the future, will be used to show progress of each child when they complete the KS2 SATs.

- In the Nursery: the children are also assessed using our Language and Comprehension Record. The key worker gives verbal feedback to parents/ carers about how their child has settled and how school and home can work together to support learning. In July parents receive a report on children's next steps in the prime areas of learning. In Spring term the child's next steps are discussed with parents. Assessments are updated in the school's system in Autumn, Spring and Summer terms.
- In the Reception class: the key worker makes initial assessments of each child. Next steps for learning are made by the class teacher and these are then shared with parents at a parents evening in October. In July parents receive a report on children's progress and attainment across all areas of learning and these include teacher judgments on the characteristics of effective learning. Assessments are updated in the school's system in Autumn, Spring and Summer terms.

7.2 Practitioners make regular assessments each half term of children's learning, and use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is ongoing and is an integral part of the learning and development process. The staff make systematic observations and assessments of each child's achievements and interests. The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences of our children. The observations are then matched to the **Clarendon Primary School EYFS Planning, Assessment and Evaluation Document (based on the Birth to Five doc)** EHCPs and are highlighted as part of each child's learning journey. Evidence may take the form of photographs, examples of work or observations.

7.3 In July Nursery and Reception Parents receive an end of year report which reports on all areas of learning. This is in accordance with school's report procedures. Targets are set for the transfer to reception and transfer to Year 1.

8. The role of parents

8.1 At Clarendon believe that all parents have an important role to play in the education of their child. Parents are made to feel welcome and valued in their dealings with all members of staff. We recognize the role that parents have played, and their future role, in educating the children. We do this through:

- Nursery Open Days
- Talking to parents about their child before their child starts in our school.
- Key worker visits to children in their Nursery setting prior to their starting school.
- The children have the opportunity to spend time with their key worker before starting school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress in our Reception class.
- Encouraging parents to talk to the child's key worker if there are any concerns. If needed a meeting will be set up between the staff and parent/carer so that any issues can be resolved quickly. There are formal meetings for parents of Reception children in the Autumn and Spring term at which the teacher and the parent can discuss the progress.
- Arranging for children to start school over the first couple of days of term. We gradually build up the length of session time over this period, so that the children gain confidence in their new setting.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- Offering a range of activities that support the involvement of parents such as termly Nursery and Reception parents' workshops and 'stay and play' sessions.

There is regular communication with home through the child's Reading Diary. We invite parents to Curriculum Open Days to discuss and experience the kind of work that the children undertake in the

Foundation Stage. Regular Animoto's of the learning that has been taking place in class are available on the schools website for parents to view.

9. Resources

9.1 The Early Years Foundation Stage team plan an environment that encourages a positive attitude to learning. 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 the activities on offer, as we believe that this encourages independent, confident learners with the skills and attitudes needed to equip them for a lifetime of learning.

10. Fundamental British Values in the Early Years

10.1 The fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are embedded in the daily routines and teaching of the Foundation stage.

- Democracy: making decisions
All staff in the early years encourage children to become independent learners and know that their opinions count. We support children in making decisions about how to share and take turns with their peers.
- Rule of law: understanding rules and boundaries
All our children help to create and discuss our class golden rules and the children are helped to understand the difference between right and wrong. They become aware that their actions, and those of others, have consequences.
- Individual liberty: freedom for everyone
Children are helped to develop a positive sense of themselves. They are encouraged to take risks, develop self-esteem and increase their confidence through activities and opportunities provided.
- Mutual respect and tolerances: treat others how you want to be treated
We value all faiths, views, cultures and races at Clarendon Primary School. All children and adults are treated with respect and inclusivity. We find out about and explore both our own and different faiths, religions and cultures. We value the diverse backgrounds that our children come from and plan and provide activities that challenge gender, cultural and racial stereotyping.