



**EARLY YEARS
FOUNDATION STAGE
POLICY**

SEPTEMBER 2014

Early Years Foundation Stage Policy

Policy Statement

We believe that the experiences children take part in from an early age shape their learning. By creating a safe and happy environment with motivating and enjoyable learning experiences we are building lifelong learners with a love of education. These values are underpinned by the four guiding principles from the EYFS guidelines.

We believe:

- 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; and
- **children develop and learn in different ways and at different rates**. The Statutory framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Department for Education. Statutory Framework for Early Years Foundation Stage. 2014

Aims and Objectives

At Copperfield Academy we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

What do we want to achieve as a result of this policy?

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the motivation 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/carers and within the wider community.
- 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.
- Provide a secure and safe learning environment indoors and out

Inclusion

At we have a strong commitment to meeting the needs of all children. Many children need extra help at school at one time or another and some have specific or general learning difficulties or behavioral difficulties.

We believe that early identification of children with additional needs is crucial in enabling us to support children in their learning. Children about whom we have a concern are carefully assessed and their progress monitored with additional support provided as appropriate. Children with Special Educational Needs follow the Early Years Foundation Stage Curriculum as far as they are able. Our inclusion coordinator works closely with staff and parents to devise appropriate programmes of learning for the children. We often work in partnership with specialists from other services to support the children's learning.

Equal Opportunities

At Copperfield Academy, we are committed to high standards of respect and achievement for all members of the school community. We believe that all children, regardless of their gender, ethnicity, special educational needs, disability or ability, social, cultural and religious background and children from diverse linguistic backgrounds must have equal access to the Foundation Stage Curriculum, both indoors and outdoors.

We provide a multicultural environment and we oppose discrimination on any basis. We work towards removing barriers that discriminate against people. Bilingualism is valued and regarded as an asset. We aim to develop understanding and mutual respect of cultural differences. We are committed to identifying and meeting the educational needs of all our pupils.

In order to meet children's diverse needs, and help children make the best possible progress, practitioners will:

- Plan opportunities that build on and extend children's knowledge, experiences, interests and skills, developing their self esteem and confidence in their ability to learn
- Use a wide range of teaching strategies, based on children's learning needs.
- Provide a safe and supportive learning environment in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.

IMPLEMENTATION

We ensure that by defining our aims and practice we will achieve a closer working relationship and continuity between staff with common aims for the Early Years Curriculum in our school. We believe that the Early Years Curriculum makes an invaluable contribution to school life and a sound foundation for future learning.

Early Years 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. They are broken into two key groups.

The first three areas together are called the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The prime areas reflect the key skills and capacities all children need to develop and learn effectively to become ready for school.

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 have whole group and small group times which increase as they progress through the EYFS. The children follow Read Write Inc phonic programme which includes shared reading and writing. Mathematics is taught using Kindergarden Mathematics.

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.

The Outdoor Environment

The outdoor environment offers enormous opportunities across all areas of learning and children can select from a range of activities. At the beginning of the term the adults set out resources for the children based on observations from the previous day. However, as soon as the children have been trained to manage and respect their environment they are encouraged to access their resources independently. The amount of resources set out by adults decrease.

We consider this training to be a very important part of the first term as it has a positive impact on children's sense of well being and helps all aspects of children's development.

- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.

Home Visits

Home visits are arranged for all children in Nursery and Reception before they start school. We value this opportunity to build good relationships with our parents and to learn about the children from the parents. (See Home Visit Guidelines)

Settling in

This can be a very difficult time for parents and carers as well as for the children, who may find separating from each other difficult. The staff are sensitive to this and we spend a great deal of time in supporting parents and children in settling into the school life happily. Carers need to be prepared to stay with their child in the Nursery whilst they are settling. This can take longer for some children than others, and carers should be expected to stay for as long as your child needs you.

Whenever possible, children are visited in their pre-school setting by a member of the Foundation Stage staff. Children are admitted into the EYFS gradually over the first few weeks of term. Their stay is gradually extended as they settle into their new class in Reception; children will be part time for the first two weeks of their school career and then stay for lunch until 1.15pm.

Parents are welcome to stay with their child on their first day at school and for longer if necessary.

Observation and Assessment

Assessment in the foundation stage takes place through observations. We record our observations in a variety of ways. There is a clear link between assessment and planning.

- Observations form the basis for all assessment in both the Nursery and Reception.
- Daily observations of **new learning** are recorded in the profile books. Along with work samples (in the form of photographs/drawing/writing etc)
- Each week 10% or 3 children are selected for a focused observation. This ensures each child will be a focus once during a term. Prior to the focus assessment parents are given a consultation sheet and asked to share their children's current interests, anything exciting that may be happening at home or any concerns they may have. This information is used during the focus observation. The class teacher meets with

the parents at the end of the focused observation to discuss the observations, strengths and next learning steps.

- All records of progress are shared with parents and are used to complete end of year reports.

Planning:

We believe that you should not plan ahead for very young children as their interests are in the moment and need to be responded to immediately. This allows the adult to gain the full value of the child’s curiosity and engagement at the time. Therefore we plan spontaneously for all CIP sessions.

We plan for adult led activities: Phonics, Funky fingers, Number, and circle times. This planning is stored in the class planning folders.

Daily Spontaneous Planning

Adults meet and discuss what they saw, how they interacted with the children at the time and how the learning might be extended the following session. This is recorded on a planning sheet that develops during the week. These sheets are stored in the class planning folder. Two lead teachers compile the observations and complete the outside planning sheet. These sheets are stored in an outside planning folder. Each teacher meets with their TA and after discussions completes the cip sheet for their classroom which are stored in the class planning folder.

Monitoring

All staff are collectively responsible for monitoring our progress towards our aims statement and improvement priorities.

The EYFS Leader is responsible for monitoring provision and practice in the EYFS and will discuss outcomes with the SLT on a half termly basis.

Standards will be monitored by EYFS leader and class teachers during case study meetings each half term. Class teachers and EYFS leader will discuss individual progress at progress meeting in Oct, March, May. EYFS Leader will discuss progress at SLT meetings.

This policy was revised in September 2014

It will be reviewed in September 2017 or sooner if needed.

Signed Headteacher

Signed Chair of Governors

Date

HOME VISIT GUIDELINES

The purpose of Home Visits is to establish a relationship between the staff and the child and parents/ carers.

The visit should be as informal and as relaxed as possible and should be an opportunity to meet with the child and carers in an environment in which the child feels secure and comfortable. It is a chance for carers to talk about any concerns they may have about their child starting school and to give any information which they think may help their child to settle happily into Nursery or Reception.

Home visits should ALWAYS be made by 2 members of staff – this may be the Class teacher, Nursery Nurse, support teacher – as appropriate to the needs of the family.

At the Home Visit

It is a good idea to take along some books / toys / drawing to give the child something to do which can be taken back to school for their first day.

It may be helpful for one of the adults to talk to the child while one talks to the parents/carers.

All parents/carers should have received an All About Me Sheet – this is left with the parents to be complete and returned to school. (take some copies of EYFS introduction booklet)

Appointments are made in two hour slots this allows for travelling and allowing for different lengths of visits according to the needs of the parents i.e. parents with several siblings at school/ parents with no previous experience of school.

If you have any concerns either before or after the visit, please let the HT know.

Please make sure you leave a copy of your timetable for visits with the school office.