



Alderwood

Primary School

Early Years Foundation Stage Policy

Reviewed policy agreed by Learning and Achievement	Summer 2018
Reviewed policy shared with staff on	Summer 2018
Policy to be reviewed again on	Summer 2021



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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).

Aims

Alderwood have a thriving EYFS provision for children aged 3 to 5 years. We aim to provide a high quality caring, happy, safe and stimulating environment for all of the children. Practitioners offer a rich curriculum which challenges children's learning and development, which provides opportunities and experiences to be a strong and positive foundation as they begin their journey through school.

We provide support to all children to become independent and collaborative learners, through providing a broad and balanced curriculum. We support each child to develop their skills personally, socially, emotionally, physically, creatively and intellectually to enable them to reach their full potential.

The Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Children are able to join us part time in Foundation Stage 1 (nursery) the term they are 3, then they move up to the main school Foundation Stage 2 (reception) in the September before they turn 5.

The EYFS is important in its own right and we recognise it as a crucial stage in education, preparing children with the basic skills that they will need for their later school years. At all times, we are guided by the Statutory EYFS Framework 2014.

The EYFS is based upon four key principles:

Unique Child – developing resilient, capable, confident and self-assured individuals.

Positive relationships – supporting the children in becoming strong and independent.

Enabling environments – offering opportunities and experiences in which children learn and develop by responding to their individual needs. Promoting a strong partnership between practitioners and parents and/or carers.

Learning and developing – acknowledging that children develop and learn in different ways and at different rates.

Characteristics of Effective Learning

The characteristics highlight the importance of the children's attitudes to learning

Playing and exploring – engagement - Finding out and exploring, playing with what they know

Active learning – motivation - Being involved and concentrating, keep on trying, enjoying achieving what they set out to do

Creating and thinking critically – thinking - Having their own ideas, making links, choosing ways to do things

Areas of learning

The EYFS is made up of seven areas of learning and development. These are important and are interconnected. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime areas of learning:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

Specific areas of learning.

- Mathematics
- Understanding the World
- Expressive Arts and Design

At Alderwood '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.' (Statutory Framework for EYFS, 2014)

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and reflective. The classroom is set up in learning areas and zones, where children are able to find and locate equipment and resources independently. As a team, we develop long term and medium term plans based on a series of topics each of which offers experiences in all seven areas. These plans in turn inform our short term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Both FS1 and FS2 has its own enclosed outdoor area complete with a shared climbing apparatus area. We are also a Forest School and both teachers are Forest School trained. We recognise that the environment plays a key role in supporting and extending the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The role of the outdoor environment provides opportunities for child initiated activities, reflecting the topic and where they can explore, use their senses and be physically active and exuberant.

Across all areas of the provision we provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. We offer stimulating resources, relevant

to all the children's cultures and communities' rich learning opportunities through play and playful teaching and support for children to take risks and explore.

Learning through Play

At Alderwood, we strongly believe that our EYFS children learn best through play and practical based experiences. Play underpins the delivery of the Early Years Foundation Stage. Play, both structured and child initiated, takes place indoors and outdoors and it is in these different environments that the children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. We promote play based activities to encourage children to begin to foster secure attachments, develop the understanding of strong relationships and in turn this is the key to children feeling safe, secure and supported, which impacts their learning, happiness and self-esteem. Practitioners at Alderwood have the crucial role of providing children with time, space, high quality open ended questioning and appropriate resources.

Metacognition in the EYFS

In the EYFS at Alderwood we are raising the children's awareness of how they are learning and giving them the language to describe this during activities. Reflecting on our thoughts is how we gain insight to our feelings, needs and behaviours and how we learn, manage and adapt to new experiences, challenges and emotional setbacks. It is the running conversation we have in our heads, mentally sounding ourselves out and making plans.

Metacognition is important to learning and knowledge transfer and preparing pupils to become lifelong learners. *'We are thinkers of our thinking'*

The Classes

Reading – We expect children to share books with their families as often as possible, if not daily.

Phonics - Daily phonic sessions are a vital part of our curriculum and we place high significance on learning the graphemes and phonemes.

Writing – Children to be exposed to a range of fonts throughout the EYFS and begin to mark make as soon as possible. Children will then progress onto cursive script as quickly as possible.

Maths – We aim to facilitate children with a range of practical learning opportunities and songs to embed counting and the basic four operations. Numicon and Singapore Bar approach is a vital resource to aid children's development.

Children have whole group and small focused group sessions which increase as they progress through the EYFS with times for a daily phonics session(FS2) using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

Additional information about FS1

- Children self-register by selecting their name card and onto the adding it to the 'Who is at School today?' board
- Children participate in a daily 'Dough Disco' or 'Art of Writing' sessions.
- A rolling snack is offered.
- A short reflection time on a Friday, where a 'Star of the Week' certificate is presented.
- Home learning 'Building Foundations' bricks to be shared once a week.
- Children to borrow books and change them daily at the designated time.
- FS 1 parents/carers are given a half termly theme letter which outlines the learning for the coming half term.
- Learning journeys are completed once a week.

Additional information about FS2

- Children will take home a Jolly Phonics book so that parents/carers can support their child with the sounds he/she has learnt at school.
- Children will take a class library book and banded book home daily. The first books that children bring home to share with parents/carers will be picture books and then books with simple repetitive text and rhymes.
- FS 2 parents/carers are given a half termly theme letter which outlines the learning for the coming half term.
- Weekly home learning offers children the ability to consolidate learning taken place during the week.

Lunchtimes

- FS 2 children eat in the main dining hall. Class Teacher / EYP to support and encourage social skills and independence.
- FS 2 children then go out to playtime in the main playground. Children to return to their outdoor area at 1.00pm on timetabled days

Assemblies

- FS 2 children to join Star of the Week assembly after October half term and gradually increase throughout the year.
- FS 2 children to attend special event assemblies, such as Harvest, Remembrance, Easter, Leavers.

Behaviour Expectations

- All staff are aware that young children may need guidance on how to behave appropriately.
- All challenging behaviour needs to be discussed between relevant members of staff and concerns raised with parents.
- Staff should consider the triggers for certain behaviours and think about how to prevent incidents. A behaviour log or behaviour plan may need to be in place - Please liaise with School Inclusion Lead and Family Support Worker, and also follow School SEND policy.
- Warning cue to be given before the end of an activity to signal tidy up time will happen shortly.
- Staff to consider how to use physical interactions appropriately and effectively.
- A reflection time is given to children after two warnings. Children to sit with a timer suited to their age and need. After this time they are to discuss the appropriate behaviour with an adult. Key language to use, "At Alderwood we ..." "Our values are..."
- The School's Restorative approach is to be used to support children in learning and managing their behaviour and social skills.

Group	Warning Signal	Finish Signal
FS 1	Countdown	Clap
FS 2	Countdown	Clap

Assessment and Reporting Arrangements

At the beginning of the year FS1 and FS2 staff conduct a baseline. All members of staff play an integral role in observing and making notes on children's progress and achievements and upload information to

their profiles. Ongoing observation is the key to successful assessment and will contribute significantly to the children's Foundation Stage Profile.

- FS 1 and 2 staff use the Tapestry online tool via ipads for evidence based observation.
- Parents are able to contribute to their child's evidence via an app on their phone.
- John Sinnot is used as a summative assessment record.

Group	Assessment	Reporting Parents to	By who?
FS 1	Alderwood Baseline Assessment within the first six weeks Ongoing formative assessment Summative end of year assessments	Parents' Evenings End of Year Reports	FS 1 Teacher and EYP key person to have input
FS 2	Alderwood Baseline Assessment within the first six weeks Ongoing formative assessment End of Year Statutory Data	Parents' Evenings End of Year Reports	Teacher and EYP/LSA to have input

Illness, Medication and Absence

- Vomiting, diarrhoea and a temperature requires a twenty four hour absence period.
- School staff will only administer prescribed medicines with written parental consent and medication must have the pharmacy label clearly displayed on the medication with the child's name. The expiry date of medication must be checked.
- Parents/carers must notify the school in the morning if their child is absent.

Trips/Visits/Local Community

- Visits out to the local area are crucial for our children to understand their place in the community and the world. We value real life experiences such as going on public transport or using money to purchase an item from a shop.
- Visits and trips must follow the School's Trips and Risk Assessment Policy and also follow the Statutory EYFS Framework 2014. At least one person who has a current paediatric first aid certificate must accompany children on outings. On page 29 of the Statutory EYFS Framework 2014 it states, *'That children must be kept safe while on outings, and that providers must assess risks and identify steps to be taken to minimise and manage those risks. It adds that this assessment must include consideration of adult to child ratios.'*

Meet the Teacher

Group	Opportunities to meet new teachers
FS 1	Children attend visit with parent after induction meeting Home Visit Children enter on a staggered start
FS 2	Children attend visit with parent after induction meeting Home Visit / Setting Visit Children attend lunch and a session in class Children start on a reduced timetable

Transition

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 them.

In the final term, the respective teacher and Year 1 teacher liaise to discuss the individual children and their needs and analyse the assessment data to inform planning.

FS1– FS2

The receiving teacher, wherever possible, visits children from our Foundation 1 class before transition. Practitioners from Foundation 1 will bring small groups of the children to visit their new classroom and outdoor area during the half term before they commence.

FS2– Year 1

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

The receiving year 1 teacher, wherever possible, visits children from our Foundation 2 class before transition. Practitioners from Foundation 2 will bring small groups of the children to visit their new classroom and outdoor area the half term before they commence.

Positive relationships

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting all parents to an induction meeting during the term before their child starts school
- inviting all parents to workshops throughout the year
- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to attend parents evening
- encouraging parents to contribute observations in the home

- Parents are asked to share knowledge of their child's experiences, skills and interests, and any concerns they may have, through parent evenings and are encouraged to talk informally to members of staff when they bring children to and collect them from the classroom.
- Parents in Foundation 2 are encouraged to have a dialogue with the class teacher in the reading journal that goes home each day in their book bags.
- We encourage parents to accompany class outings.
- We provide parent work shops throughout the year.
- We encourage parents to attend EYFS Coffee mornings

Inclusion/SEND

We value all our children as individuals at Alderwood 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.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

We all have a duty to safeguard children.

The Designated Persons are: Jo Gordon, Katie Cutajar, Natasha Tilley, Janice Lewis

Our children often enter FS 1 and FS2 below National Expectations. We believe that consistency of expectation, provision and learning will support our youngest children to make accelerated progress.

'Overall outcomes at the end of the Reception Year are above average' Ofsted 2016

Early Years Quality Mark - Tribal Group 2018

'The first five years have so much to do with how the next eighty turn out'

Bill Gates