



Oakley Cross Primary and Nursery School Early Years Foundation Stage Policy

Article 28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Introduction

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up." "Early Years Foundation Stage Profile"

Principles

The EYFS is based upon four principles:

A unique child

We recognise that every child is a competent learner, who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning, and consider a range of learning approaches to support individual learning needs and styles.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. With lots of opportunities given to visit all EYFS classes prior to starting Little Acorn, Sapling or Blossom Classes, in order to ensure children feel secure from starting our setting.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning based on their interests. Children are able to freely access both indoor and outdoor provision.

Learning and development

The Foundation Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The unit is set up in learning areas where children are able to find and locate equipment and resources independently and take an active part in their own learning based on previous teacher taught experiences, as well as actively explore open ended resources to develop their learning and pose questions for learning.

Early childhood is the foundation on which children build the rest of their lives. At Oakley Cross Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Oakley Cross Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Achievement within these prime and specific areas is encouraged through:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Observation, Assessment and Planning

In the Foundation Stage we set realistic and challenging expectations linked to the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children

with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds. Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process. The planning within the EYFS is based on a key theme or idea and is developed further around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children. Both Nursery classes and Reception class have daily phonics sessions, following the guidance in the "Letters & Sounds" document and in line with school policy.

Assessment

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate. These can be recorded using annotated pieces of children's work, photographs and children's speech, 2Simple snapshot and observation forms. These are all personal to each child and are recorded in their individual learning journey folders, which are regularly shared with children and parents. During the first two weeks in the Nursery and Reception class the teacher assesses the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual

children and groups of children. The teacher completes an assessment regularly, and then updates the tracking sheets. At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead, and to plan a successful age appropriate transition. We share this information too at parental consultation meetings and in the end-of-year report.

Learning through Play

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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. At Oakley Cross Primary School, children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Oakley Cross Foundation Unit

Our foundation unit is made up of three different phases:

Little Acorns - 2years-3years

Saplings Class- 3years- 4 years

Blossom Class- 4years-5years

Entry into Little Acorns and Saplings is staggered throughout the year and is generally the term after their 2nd or 3rd birthday. However, depending on circumstances this could be the term of their birthday.

Staff in each class work closely together in order to support learning and develop relationships. Children throughout the setting work with all adults in the foundation stage and this supports transition throughout classes, which helps reduce anxiety and build confidence and emotional security when moving through classes.

Here at Oakley Cross we have a transition process that works well for all children.

- Home visits for Little Acorn and Sapling classes so that children become familiar with staff in a setting where they feel secure.

- Welcome sessions based on sharing information between teachers and parents.
- Initial meeting with Nursery and Reception class teachers to discuss your child in the setting they are familiar with.
- Visit days are arranged for your child to get to know their new class.
- Staggered entry to nursery and school.

Parents are regularly invited into the foundation unit for stay and play sessions, where activities are planned to support learning at home, as well as to share information and achievements with parents.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. 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 learning. We ensure that resources and spaces are safe to use and checked regularly, with any issues being addressed straight away.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the Foundation unit at Oakley Cross Primary.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for

providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

The role of parents

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

- talking to parents about their child before their child starts in our nursery/school;
- opportunities given to the children to spend time with their teacher before starting nursery/school;
- offering parents regular opportunities to talk about their child's progress through our "open-door" policy and commenting on their child's learning
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, through regular communication with home (including newsletters and home story sheets) and inviting parents to curriculum evenings or stay-and-play sessions, in order to discuss the kind of activities and learning that the children are accessing.

To be reviewed: September 2018

Signed: _____