

Marton Manor Primary School

Early Years Foundation Stage Policy

This policy is a statement of the aims, principles and strategies for the teaching and learning of the Early Years Foundation Stage. For the purpose of this policy Early Years refers to children in Nursery and Reception classes. The policy was drawn up in consultation with staff and governors. It was approved by Governors in Spring 2013 and was last reviewed in Spring 2017. It will be reviewed in Spring 2019 or earlier if necessary.





Early Years Foundation Stage Policy

Aims:

- To provide a structured, secure, caring and well-resourced learning environment inside and out, which meets all individual developmental needs of young learners. To enable them to become confident, motivated and happy learners, developing skills and attitudes necessary for their own successful future learning.
- To develop independence and individuality, while fostering respect and tolerance for others regardless of race, belief, gender or socioeconomic background.

The needs of young learners:

- A challenging, diverse curriculum offering plenty of opportunities to practise and develop skills, attitudes, knowledge and understanding. The curriculum should be rich in opportunities to develop personal qualities such as emotional intelligence and social skills
- A well-planned, carefully structured programme of academic and personal development, building on past achievements and experiences- delivered in ways appropriate to their age and stage

- Rich, positive learning experiences with plenty of first –hand experience, varied to include a range of learning styles including regular opportunities to learn through practical and play activities
- The chance to make decisions and take responsibility for some of their learning and their own behaviour, including the chance to make mistakes in a forgiving environment. This enables children to realise that making mistakes is all part of the learning experience
- Staff who are sensitive to their range of needs, abilities, background and prior experiences. They will offer care, support, teaching and equal opportunities for them all to develop at an appropriate rate
- Staff who will work from the premise that every child is a competent learner from birth and who value them and their ideas and opinions

The curriculum: This is based on the Early Years Foundation Stage. This framework from the DCSF (now the DfE) which became mandatory in 2008. It sets the standards for learning, development and care for children from birth to five years.

Key changes to the learning and development requirements:

Areas of learning and development consist of 3 prime areas (knowledge and skills)

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

There are 4 specific areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive art and design

Early learning goals and assessment: now 17 goals instead of 69 but the content is very similar

Instead of judgements being made against 117 scale points they will now be made against the 17 goals. For each goal practitioners will determine whether children are making expected levels (developing), exceeding them or are below (emerging).

Children’s progress is assessed between the ages of two and three and a written summary provided to parents and carers

Providers are responsible for planning and ensuring a balance between play and teaching, between activities led by children or guided by adults

There is now a clear focus on the steps schools must take for pupils with English as an additional language, including the assessment of children's skills in English

Wrap around and holiday care EYFS requirements do not need to be delivered in full

Key changes to the welfare requirements:

Child protection – examples are given of adult behaviour which may indicate abuse or neglect

Safeguarding policies must cover the use of mobile phones and cameras (See Safeguarding Policy 2013)

Schools are required to check the suitability of staff and provide opportunities for training, coaching, support and teamwork

There is a new clarification of adult:child ratios

Requirements for safety and suitability of premises, environment and equipment have been adjusted.

At Marton Manor we still adhere to the principles of Every Child Matters which includes five outcomes:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The EYFS principles guide the work of all practitioners. There are four themes:

- The uniqueness of every child
- Positive relationships
- Enabling environments
- Learning and development

The prime areas are as follows:

Communication and language-Listening and attention, understanding, speaking.

Physical development – Moving and handling, health and self-care.

Personal, social and emotional development-Self-confidence and self awareness, managing feelings and behaviour, making relationships.

The specific areas are:

Literacy – reading, writing

Mathematics-numbers, shape, space and measures.

Understanding the world- people and communities, the world, technology

Expressive arts and design – exploring and using media and materials, being imaginative.

Assessment: Each child will be assessed in their first term in school. Through observation staff will assess their attainment in the three prime areas and four specific areas against Development Matters and the new Early Learning Goals (which are mainly applicable to Reception age pupils). Pupils who are exceeding expectations in Nursery may also be assessed against the new Early Learning Goals and may spend part of their sessions in Reception if it is felt to be beneficial to their learning and stage of development.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout Nursery and Reception : they include child initiated tasks and teacher led activities inside and outside of the classroom. Observations, samples of work and photographs are all included in the child’s “Learning Journey”. Data is entered electronically on the management information system at the end of each term.

The EYFS profile will be entered at the end of Reception Year; data is sent to the LA and practitioners will report whether children are meeting expected levels of development, exceeding or not yet reaching expected levels. Some Reception age children will begin working on level one of the National Curriculum when it is judged appropriate for them. Children who do not make expected progress will continue to work on the EYFS curriculum in Year 1. The observations, assessments and data form the basis of individual reports to parents in term 6.

All attainment data is passed to the Year 1 teacher for continuity at this time of transition and will be used to inform planning and differentiation by the Year 1 teacher.

Nursery and Reception classes will have a curriculum that is planned, overseen and delivered by the Early Years leader and the class teacher along with appropriately trained and experienced teaching assistants.

Students and parent helpers may also be used to support Early Years children (following CRB checks).

Key Person: This approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The teacher or teaching assistant in this role meets the needs of each child in their care and responds sensitively to

their feelings, talking to their parents/ guardians and working in partnership with them. The key person acts as a point of contact with the parents/ guardians.

Links with pre-school providers:

The school maintains a good relationship between its local feeder nurseries and also The Cleveland Unit. However there are a diverse range of providers and we cannot meet regularly with every one of them.

The teachers (and sometimes teaching assistants) represent the school at local Early Years networking events and training activities. They have opportunities to visit other settings and to learn from good practice as well as sharing some of our own. They also visit the main feeder nurseries to meet prospective new children when appropriate.

Home -School links: A parents' information session is held in the Summer term for parents of the prospective Reception class. The purpose of this is to disseminate important information, to encourage discussion and emphasize the vital importance of home-school co-operation and mutual support.

Parents and guardians are asked to provide support with short tasks especially to promote early literacy and numeracy. They are also encouraged to maintain dialogue with the teacher or key person. Literature to support the parental role is given and there is information about some aspects of teaching such as phonic development and early reading. Three parents' evenings per year are offered to enable staff and parents to review the child's progress.

Induction and entry to school: Parents are advised of admission arrangements (following the LA policy), and are able to visit for a half day. They experience a school meal with their child and meet the staff and Head Teacher. Uniform, attendance, and where to seek advice and help are discussed. The children are invited into Reception during July for their induction.