

# Newlands Primary School Early Years Foundation Stage (EYFS) Policy



THE KEMNAL ACADEMIES TRUST  
**Headteacher: Mr C Markham**  
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SIGNED BY CHAIR/HEADTEACHER .....  


DATE:...04/09/17.....

# **NEWLANDS PRIMARY SCHOOL**

## **Early Years Foundation Stage Policy**

### **Rationale**

The Early Years Foundation Stage (EYFS) is the area of education upon which young children build the rest of their lives. It is a single framework for care, learning and development. All children should be given the opportunity to experience the best possible start to their education to develop solid foundations which will ensure that they flourish throughout their school years and on into adulthood.

The Early Learning Foundation Stage curriculum and Early Learning Goals refer to the children from Birth to the end of Reception class. It sets a series of learning goals for children to work towards by the time they reach the end of EYFS at the age of 5+.

For most children, the end of the reception year will be the end of the Early Years Foundation Stage, when the expectation is that most children will achieve the Early Learning Goals. Although the Early Learning Goals are intended for children at the end of the reception year, younger children will be provided with experience which will support them in reaching the goals at the appropriate time.

In the reception classes, a high quality, well resourced, integrated early education should make a positive contribution to this distinct stage in a child's development with the key learning skills of listening, speaking, concentration, persistence, co-operation, literacy and numeracy.

Rich, stimulating and appropriate experiences will provide each child with opportunities to develop these skills, their competencies and their thinking to the best of their ability across all areas of learning.

## **Purpose**

- To make the child's first experience of school happy, positive and fun.
- To ensure that all children feel valued and secure in the Foundation Stage setting with positive relationships between carers and staff.
- To ensure a breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Early Learning Goals while having regard for the skills and attitudes the Key Stage 1 National Curriculum will demand.
- To encourage parents to become partners with the school in the education of their children.
- To provide a curriculum firmly based on active learning to meet the needs of the individual child. Within any Early Years Foundation Stage cohort there will be wide variations in terms of development and maturity as well as family, religion, cultural background and special needs. Children will have differing experiences, interests, skills and knowledge, which affect both their learning pace and styles. This diversity must be catered for within planning which has a flexible approach, using a wide range of strategies and teaching styles to address the particular needs of the children, families and the community. No child should be disadvantaged but each encouraged to develop self esteem and confidence in their ability to learn.
- To further love of learning, enquiring minds and the ability to discuss, adapt and negotiate. Well planned play and purposeful activity with challenge and enjoyment, both in and out of doors, will provide opportunity for teaching and learning. Within a well planned, organised environment, children should be able to explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities which are planned by adults as well as those which they plan and start themselves.
- To provide the children time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes to learning. Staff need to understand how young children learn and develop, in order to observe and respond to them. Appropriate intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress.
- To monitor progress throughout the Early Years Foundation stage, while taking action to identify areas of concern and provide necessary support.
- To help children develop self-control and to respect the feelings, needs, culture and the abilities of others.

## **STARTING SCHOOL**

### **Guidelines**

#### **Parent Partnership**

- There is an induction meeting for parents in June/July. Parents receive a 'Foundation Stage Induction Pack' and have an opportunity to talk to current Reception staff. The children also get a chance to visit their classroom.
- Parents are encouraged to visit the school with their child before they begin school to help with familiarisation.
- Parents are asked to complete a welfare form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
- Staff will offer a home visit to all new children as we feel that this is less daunting for a child to meet us in their own homes and is generally a more relaxed way of introducing ourselves and begin to get to know the child and his/her family. Admission forms are completed during this visit and parents can ask questions about the school and what we do. Two members of staff carry out the visit.
- Parents are required to complete registration forms for school milk, a permission slip for visits out of school, photographic consent and using the internet at school.
- Parents are encouraged to talk to the child's teacher if there are concerns. There is also an opportunity for parents to meet the teacher formally each seasonal term.
- There is regular communication with home through the child's home/school book
- A range of activities are suggested for parents to partake in with their children to support their learning.

#### **Settling in Reception class**

- Most children visit Reception with their Nursery or Pre school teacher in summer term prior to starting school. The Foundation Stage co-ordinator visits most children in their pre-school setting before starting school.
- The children make afternoon visits in groups during July before starting school.
- The class teachers visit the children in their homes in early September if necessary.
- There is a staggered intake in the first 2 weeks in September. 6 children in each class will start daily until all children attend full time by the end of the second week. If everyone feels the child is settled, then full time education begins after this period. If the child is unsettled then part time sessions would be established for a short time until the child is settled and ready to begin full time education.
- A gradual, well supported introduction to the various aspects of school life and its members is catered for. The children are introduced to the routine of school which require more conforming, socialising and directed learning situations than will have been experienced before.
- The children have free flow access to the outdoor area during child initiated time.
- The routine of the school day is introduced carefully, especially those aspects which take the children away from their environment, for example, P.E. and Assembly.

- Staying for lunch time either with a packed lunch or a school dinner is approached sensitively and supported by all EYFS Staff until routines and confidence are established. There is always a known adult to support the children during this period. Children eat at 11.30am in the hall before lunch starts for the rest of the school.

## **Curriculum**

- A carefully structured curriculum based on the "Curriculum Guidance for the Foundation Stage" will offer provision which takes account of the differing starting points on which to build the various elements and match differing levels of need identified in the six areas of learning. This provides a progression through to the end of Reception year, laying the foundations and readiness for K.S.1.

## **The Six Areas of Learning** to support, foster and promote children's development

1. **Personal, Social and Emotional Development-** Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.
2. **Communication, Language and Literacy Development-** The key skills will develop confidence in communication, speaking and listening in a variety of settings and purposes, the children will have a wide range of books read to them and read simple texts for themselves, plus writing for a variety of purposes.
3. **Problem solving, Reasoning and Numeracy –** Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.
4. **Knowledge and Understanding of the World –** Crucial knowledge, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.
5. **Creative Development-** Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.
6. **Physical Development –** Will improve the skills of co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being.

Planning will take place collaboratively between the teachers and other staff involved in the unit. These describe teaching and learning activities linked to objectives and assessment opportunities. There will be half-termly medium term plans which include the learning objectives to be covered. Short term plans are decided on a weekly or fortnightly basis from observations and also taking into account current needs of the children. Observations on focus children will also provide additional information for assessment purposes. There will also be a timetable showing the activities taking place outside which will be displayed for all staff concerned.

- The children will be given opportunities to explore and develop learning experiences, which help them make sense of the world through structured play. They will practise and build up ideas, and learn how to control themselves and understand the need for rules. They will have the opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.
- Children are taught discreet phonics, reading, maths and writing.
- Maths is taught using the Maths Mastery Curriculum.

## **Assessment**

- Monitoring of each child will take place through regular observations, discussion, photographs, record keeping and planned assessments.
- Informal baseline assessments to gauge individual children's abilities will take place at the start of the year.
- Assessments are completed electronically by the end of June and the LEA is given a summary of each child's achievement profile. This information is also used to report on the progress in each of the six areas of learning to parents.
- An end of year report summarising the achievements from the Foundation Stage profile is sent to parents.
- The profile data is discussed with Year 1 teachers so that they can continue to help the children to achieve the early learning goals if they have not done so before they can access the KS1 curriculum.

## **Equal Opportunities**

Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability.

## **Behaviour Policy**

In line with the school's behaviour policy, staff in reception will use positive behaviour management. Children will be made aware of the school rules as appropriate. Children will be encouraged to think about the way they behave towards others and we will aim to

raise their awareness of the feelings of other people and support children in learning to deal with negative feelings.

It will always be made clear that it is a child's actions that are disapproved of and not the child.

### **Additional Needs**

Through observations of the children it may become apparent that some of them are identified as having "special educational needs"; that is, they may need some extra or additional support in order to develop the skills, attitudes and knowledge expected by the end of the Foundation Stage. All of the children are screened by the Speech and Language Therapy Pre-school service at the beginning of their time at Nursery and speech and language therapy programmes will be carried out by a trained assistant within the Reception classes.

Where it is felt that the child's needs may require more specialist input the nursery will refer him/her to the Pre-school Specialist teaching service with parental consent. Nursery staff would discuss a child's needs with the parent in the first instance and try strategies or additional help within the Nursery. This stage is known as Early years Action. If outside intervention is required this stage is known as Early Years Action Plus. If the child's needs are considered to need long term intervention it may be necessary to apply to the local education authority for a Statement of Special Educational Need. At every stage the class teacher and school Special Education Co-ordinator will work with parents and always seek parental permission before making referrals.

Reviewed: July 2017

To be reviewed: July 2019

Signed: \_\_\_\_\_  
**Chair**

Date: \_\_\_\_\_