



# **Early Years Foundation Stage Policy**

**Updated October 2019**

At Meadow View Primary School, children are invited to join the term after they turn 3 years old in either September, January or April (dependant on availability). Therefore children will spend 3, 4 or 5 terms in our Nursery Class. Although Children are taught in one class children are identified as either being F1 or F0 in order to identify the cohort that they will travel through school with and data is analysed with their cohort. If families qualify for 30 hours, children will be able to attend nursery all day. Children move into F2 in the September of the academic year that they will turn 5.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

### **The EYFS seeks to provide:**

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation, through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

### **The EYFS is based upon four themes:**

- A Unique Child
- Positive relationships
- Enabling environments
- Learning and developing

### **A Unique Child**

At Meadow View Primary School we recognise that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Each child is celebrated as a unique child and we use an individualised ‘in the moment’ approach to cater for each child. Staff ensure that they know the children well through listening to their parents and carers, conducting home visits, asking for regular updates on children’s learning at home and by engaging in quality interactions with the children.

### Inclusion

All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice.

## Positive Relationships

At Meadow View School we place a great emphasis on developing positive relationships on four levels:

1. Parents and Practitioners
2. Children and Practitioners
3. Children and their Peers
4. The Foundation Unit and the Local Community

We recognise that children learn to be strong and independent through these positive relationships. They develop self-esteem, self-worth, confidence, and discover an enjoyment of school and a love for learning that will stay with them throughout their education.

All children are allocated a key person during their time in the foundation stage unit. Developing a positive relationship and secure attachment with their key person enables them to feel safe, and have their emotional needs supported.

We recognise parents are the child's first and foremost educators and we work strongly to develop strong links with them. We do this by:

- Inviting parents into school each morning to join in some focussed learning activities and settle their child.
- Conducting home visits and inviting children and their families in to stay and plays sessions before the children enter Foundation Stage. This enables them to discuss concerns, ask questions and for staff to give information.
- Begin to form a 'friendly' relationship with the parents before the children enter the unit so that they feel reassured. We ensure all parents are aware of our open door policy and encourage parents to discuss their concerns with us. This helps the parents and the children settle quickly into the school routine.
- Each child has a gallery frame on 'Our Learning' Wall, which celebrates the characteristics of effective that the children have displayed during the process
- Planning regular circle time sessions to enable children to bond and get to know each other and the setting and expectations.
- Inviting parents to an 'open day parents' meeting' shortly after their child has started in the foundation unit to discuss how their child is settling, any concerns and their next steps for learning.
- Inviting parents into topic linked stay and play sessions every 2 -3 weeks.
- Family learning events such as forest school days, craft days and themed days.
- Holding 3 parent evenings/open days each year.
- Holding parent curriculum workshops linked to reading, maths, phonics, writing and motor control to support their work at home.
- Encouraging parents to engage in home learning activities from a menu of suggestions.

- Providing a questionnaire where parents can share their child's current interests and fascinations which will be used to inform planning.
- Providing yearly reports for F1 and F2
- If children are upset when parents leave them at the beginning of a session, practitioners will call home or send a text message when the child has calmed and settled to reassure the parent and to build their trust with the school.
- For children new to the school, practitioners will make increased effort to relay some of the activities the child has participated in and enjoyed on a daily basis.

## **Enabling Environments**

At Meadow View School we recognise that 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.

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in clear areas of learning with a prominence of maths and/or literacy resources enhancing each area, ensuring that all play environments are maths and literacy rich. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play within continuous provision and extend as needed to further individual learning through quality interactions. Each child will be a focus child each half term. During this week, practitioners will use their profile and information from parents to plan each child's next steps. Practitioners will enter the children's play and look for opportunities to extend the children's skills, knowledge, language or characteristics of effective learning.

## **Learning and Developing**

At Meadow View Primary School we recognise children develop and learn in different ways and at different rates. Effective learning and teaching is supported through;

- Staff knowledge and understanding of child development which is reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's thinking, knowledge, skills and talk.
- A heavy focus on the prime areas of learning (Personal Social Emotional Development, Communication, Physical Development); ensuring children are successful in these areas and intervening if gaps or delays in learning are identified.
- A carefully planned curriculum that helps children to progress well and achieve the Early Learning Goals (ELG's) at the end of the EYFS
- Carefully planned activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities

- Ensuring adults are in play with children encouraging them to communicate, extend their learning and to develop independence and self-management skills.
- Ensuring the environment is accessible and that equipment both indoors and outdoors are used effectively; including maths, literacy and ICT equipment.
- Focussed group and child observations of self-initiated activities to identify progress and future learning needs.
- The use of helicopter stories as an approach towards teaching writing
- The use of forest school to make children aware of their environment and to provide a contrasting environment to the foundation outdoor area.

## **Areas of Learning and Development**

There are seven areas of learning and development in the EYFS Curriculum. All areas of learning and development are important and inter-connected. Three areas, which are referred to as 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. These three areas are:

- ✓ communication and language;
- ✓ physical development;
- ✓ personal, social and emotional development.

There are also four specific areas of learning, through which the three prime areas are strengthened and applied. The specific areas are:

- ✓ • literacy;
- ✓ • mathematics;
- ✓ • understanding the world;
- ✓ • expressive arts and design.

## **Play Based Learning**

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development.

## **Principles of High Quality Play**

- Play is an intrinsic part of children's learning and development.
- Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practise their skills.
- Play encourages children to communicate with others as they investigate or solve problems.

- Play offers children opportunities to explore feelings and relationships, ideas and materials, connections and consequences.
- Play empowers children to make choices, to solve problems and to be independent in their learning.
- Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- Play encourages children to struggle, to take risks and to become resilient as learners.
- Play can be supported and extended but not interfered with by adults.
- Play presents no barriers to children because of their language, cultures, abilities or gender.

### **Role of the adult**

- To observe child-initiated play to understand and provide for their interests and needs.
- To plan and resource a challenging indoor and outdoor environment.
- To support children's learning through planned play activities.
- To extend and support children's spontaneous/self-initiated play.
- To extend and develop children's language and communication in their play.
- To be assigned as; and fulfil the role of a key person, helping to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

### **Assessment**

At Meadow View Primary School assessments are recorded electronically using EMAG. Assessments will be recorded daily by all staff in EYFS. Teachers will decide when an objective is fully met and can be marked as achieved. This is an ongoing record that is reviewed daily and is a live accurate description of a child's abilities and achievements. This tracking makes each child's next steps for learning and shows their unique profile. Children's profiles are used to plan and support development. EMAG also record the children's development of the characteristics of effective learning so that weaker aspects can be addressed.

In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, judging their progress against expected levels. The Profile reflects: ongoing observation by parents, carers, teachers and others working with the child. Each child's level of development is assessed against the early learning goals. Practitioners indicate whether children's skills are continuing to emerge; are meeting expected levels of development, or if they are exceeding expected levels.

Year 1 teachers are talked through a copy of each child's profile report, together with a short written commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These are used for planning in the Autumn term of year 1.

### **Review**

Written By: Frances Harrison  
Updated: 20/10/19

Signed (for the Governing Body) Date:25.10.19

Signed (Head) Date: 25.10.19