



## Early Years Foundation Stage Policy

“Learning to make the world a better place”

<b>Reviewed</b>	<b>Spring 2016</b>
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# **Early Years Foundation Stage Policy**

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### **1.0 Introduction**

This policy outlines the provision St. John's Angell Town C of E Primary School offers to all its pupils aged three to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS).

The Foundation Stage has its own framework and is therefore treated as a separate Key Stage. Foundation Stage 1 (FS1) refers to three to four year olds and is known as the Nursery. Foundation Stage 2 (FS2) refers to four to five year olds and is known as Reception.

Early childhood education is valued in itself and should not be seen merely as a preparation for the next stage in learning.

This policy has been informed by DfE documentation and Lambeth Council.

### **2.0 Aims**

We have agreed to adopt the principles from the Early Years Foundation Stage (EYFS) Framework.

### **2.1 Effective Early Years Education**

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At St. John's we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore, practitioners should ensure that all children feel included, secure and valued. Early years experience should build on what the children already know and can do. No child should be disadvantaged.

Parents/Carers and practitioners should work together in an atmosphere of mutual respect.

To be effective, an early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need). There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioners.

### **3.0 The Early Years Framework**

The Early Years Framework in its current form became statutory in September 2012. At St.John's we adhere to this new framework. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors. The seven areas of learning and experience, ages and stages, and the Early Learning Goals now provide a National Framework for individual schools and other pre-five settings in planning, teaching and assessing the early year's framework. They also provide an essential link between the pre statutory framework and the Key Stage One programmes of study. We have adopted these areas of learning and experience and the national ages and stages, as the basis for our planning as they provide a framework which enables us to achieve our aims for under five provision.

### **3.1 The Seven Areas of Learning**

The seven areas of learning covered by the framework are:

#### **PRIME AREA: Personal, Social and Emotional Development (PSED)**

This area has three sub sections. These are Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

#### **PRIME AREA: Communication and Language (C and L)**

This is broken down into three sub sections. These cover Listening and Attention, Understanding and Speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

#### **PRIME AREA: Physical Development (PD)**

This covers both fine and gross motor development and keeping healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

#### **SPECIFIC AREA: Mathematics (M)**

This is broken down into two subsections. These are Number and Shape, Space and

Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

**SPECIFIC AREA: Literacy (L)**

This area of learning has two subsections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage at St. John's.

**SPECIFIC AREA: Understanding the World (U the W) :**

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focussing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

**SPECIFIC AREA: Expressive Arts and Design (CD)**

This covers art, music, and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

### **3.2 Planning**

At St. John's planning is divided into medium term and short term. Medium term plans illustrate the objectives being taught each term and a termly topic web is produced which is shared with parents/carers. Short term or weekly plans, show specific activities planned to achieve the objectives.

Staff ensures that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day. A mixture of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme.

The children begin by having free choice of activities for most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One framework.

### **4.0 Admission Arrangements**

Children enter the Early Year Foundation Stage the term after their third birthday, subject to availability. The children can spend a maximum of five terms in Foundation Stage 1 Nursery non- statutory depending on their birth date.

Children enter the Foundation Stage 2 Reception classes in September of the school year in which they are five. Places in Foundation Stage 1 and 2 classes are offered in accordance with Lambeth Council and the school's admissions policies.

### **4.1 Organisation of classes**

In Foundation Stage One we offer 18 part time places where children can attend for 15 hours per week. Children can attend each morning or each afternoon for 3 hours per session. We also have 17 full time places available. All children must be accompanied to and from school by a known adult.

Foundation Stage Two has one class of maximum of thirty children. The children will spend a maximum of three terms in Foundation Stage Two. The school day begins

at 8.55am and ends at 3.25pm. All children must be accompanied to and from school by a known adult.

Children may have a meal provided by the school during the lunchtime period. Alternatively children may bring a packed lunch from home. . Fruit and milk are given out as a snack in FS1 and fruit in FS2.

All classes are taught by qualified Teachers, Early Years Educators and Teaching Assistants.

The Foundation Stage is led by a team leader , who is part of the senior management team. Day to day management is undertaken by Foundation Stage Team Leader. There is a weekly team meeting for FS1 and FS2 led by the team leader.

### **5.0 Behaviour :- see whole school Behaviour Policy**

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school approach to discourage disruptive behaviours. The children are encouraged and praised for following the school rules.

### **6.0 Outdoor Play**

In Foundation Stage One and Two the outdoor play space is securely fenced and provides a safe play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor play is a very important part of children's development. Across the Foundation Stage we try to encourage free flow between the classrooms and outdoor area. Activities set up outside support all six areas of learning. All children in the Foundation Stage have access to KS1 playground for P.E. and for FS2 play time in the morning and after lunch with KS1.

### **6.1 Whole School Activities**

The children in the FS2 join with children in KS1 and KS2 for Awards worship on Mondays. FS1 and FS2 join in with singing worship in church on Thursdays. They join the whole school on special occasions. FS 2 children participate with the whole school for assemblies during the latter part of the summer term in readiness for entry into Key Stage One. The Foundation Stage children also stage plays and assemblies to which parents are invited.

Children in the Foundation Stage have timetabled hall slots for PE lessons each week which incorporate all areas of physical development, in addition to outdoor activities.

Foundation Stage 2 children also have access three times a week to the ICT suite for a focused lesson . All Foundation Stage children have access to Technological learning tools.

### **7.0 Information for Parents and Carers**

Before children start in FS1 or FS2 they are visited at home and a 'Getting to Know You' form is completed. This is the beginning of our partnership with parents/carers At St.John's we provide parents/carers with an Early Years Brochure on entry and a School Brochure on transition to Foundation Stage 2. These brochures contain all

current information for our early year's provision and the school. Information on emergency contacts and medical conditions is collected for each child and regularly updated. If your child is not toilet trained special arrangements will be made depending on their needs. All staff will change your child if they have a toilet accident. Parents and carers are encouraged to attend our termly Parent's Evenings, open days, celebration assemblies and special events. We provide written reports for children leaving Foundation Stage 1 and 2 that inform the parents and carers of their child's progress through the curriculum.

There is a parent's notice board where information is displayed. Curriculum overviews are sent home half termly, identifying topic areas and how parents/carers may support their child at home. Homework is set each week which includes a Reading Diary in FS2. Parents can choose a book from outside the classrooms and give their child a stamp. When they have 10 stamps they receive a certificate from the Head.

Each year a number of Family Learning Projects are available run by outside professionals.

### **7.1 Resources and Equipment**

All resources are stored in suitable containers and are kept clean and dry. Outdoor apparatus and larger indoor apparatus are inspected regularly for signs of wear and tear.

Damaged or broken items are repaired or disposed of safely.

### **7.2 Health and Safety**

All reasonable measures are taken to ensure the safety of all children in the Foundation Stage. Medicines are kept in a suitable container in the medical room and documentation is signed and approved by parents or carers before the administration of any medicines in line with **School Policy on medicines**. No hazardous substances are used within the setting.

### **7.3 Links with the Community and other Agencies**

St. John's uses the opportunities offered by the local community. We visit local parks, Brixton Market and other attractions such as museums, galleries and our church. People within the community are invited in to school to talk to the children these include, the police, fire officers, ambulance technicians, nurses, dentists, and the incumbent of St. John's. Artists, actors and musicians are invited to work with the children to enrich the curriculum.

All visitors hold the relevant documentation and clearance to work in school.

St. John's works closely with other professionals to ensure our children have the best support in their learning and development. These can include: Learning Mentor; School nurse; Health Visitors; and Social Services.

### **8.0 Assessment & Record Keeping**

In accordance with the EYFS Framework, regular observations of the children are carried out. These enable staff to monitor both the learning that is taking place and the provision to support each child's learning needs. Early Years value the complete child; therefore, all subjects are treated equally. No child is subjected to testing in the Early Years. Each class teacher keeps an assessment folder and data is recorded

on the Pupil Tracker and the Lambeth ongoing tracker. All can be viewed by parents and carers if requested. The 2 simple assessment system is used all staff in EYFS have access to an i-pod.

All children in the department have a Special Book that provides evidence of a child's time in the Early Years, progress throughout the curriculum and next steps in the learning. All parents, carers, staff and children contribute to these.

### **9.0 Special Educational Needs**

Continual informal and formal assessments undertaken by staff provided opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, Inclusion Team, and advice may be sought from other agencies e.g. Speech and Language Therapy Service.

In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.

Some children with special educational needs may be identified before entry to school, through liaison with other agencies. Information is also exchanged through links with Pre School and parents. Any child identified with special educational needs that are not deemed to be met by the existing curriculum will follow an Individual Education Plan which will specify differentiated provision.

### **10.0 Equal Opportunities**

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Please refer to the separate Equal Opportunities Policy.

### **11.0 ICT**

Within the Foundation Stage the children have free access to computer, an interactive whiteboard, a listening station, and programmable toys and i-pads.

Agreed by Governors: Spring 2014

Revised Autumn 2017

Signed By: *Rev Rosemarie Mallett*

Designation: Chair of Governors

Next Review: Autumn 2018