

Queensgate Foundation Primary School



Early Years Foundation Stage Policy July 2019

Working together for a successful future



EARLY YEARS FOUNDATION STAGE POLICY

Queensgate Foundation Primary School

Policy Review

This policy will be reviewed in full by the Governing Body on annual regular basis.

The policy was last reviewed and agreed by the Governing Body on 4th July 2020

It is due for review on *July 2022* (up to 36 months from the above date).

Signature *S. Minto* Head Teacher Date *15/7/19*

Signature *W. Williams* Chair of Governors Date *15/07/19*

The staff and governors at Queensgate Foundation Primary School recognise the importance of Early Years Education. We strive for each child to reach their full potential, making good progress and meeting the Early Learning Goals by the end of Reception. We promote the characteristics of effective learning to encourage children to become independent and self-motivated.

The EYFS is based upon four themes outlined in the Statutory Framework. The four themes are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing

A Unique Child

At Queensgate Foundation Primary School we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

All children and their families are valued at Queensgate Foundation Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their best and planning is adapted to meet the needs and interests of all children. Early identification of any additional 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 Inclusion Manager is called upon for further information and advice. We have a Nurture Suite to support children who are unable to access the mainstream curriculum. Interventions are also carried out throughout the year to support children's individual needs.

We aim to provide a positive transition process to new entrants, prior to September. We do this by offering small group sessions during the Summer Term, home visits and Pre-School meetings.

Positive relationships

All children are allocated a Key Person during Reception and specific time is allocated to work with these groups regularly. 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 aim to develop strong links with them. We do this by:

- Visiting the family at home before their child starts school
- Inviting parents into school to spend time with their child, stay for lunch and attend the celebration assembly when their child is a 'Focus Learner'
- Holding parent workshops such as Meet the Team, Letters and Sounds, Family Maths Morning, Tapestry- Online Learning Journals
- Running our Foundation Stage as an open plan unit
- Providing a termly report
- Using online learning profiles so that parents can access their child's journal from home and add their own observations to it

We promote British values by offering the children opportunities to learn about the community in which they live in as well as other communities, traditions and beliefs around the world.

Enabling environments

We aim to create a 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 discrete areas of learning with continuous provision and planned opportunities. Effective planning is informed through observing the children to ensure we follow their current interests and experiences building on their prior learning and next steps. We believe that play based learning is vital and children direct their own learning from carefully planned opportunities and resources. Play based activities encourage enquiry and offer the opportunity for children to consolidate their learning. Staff support play by extending and modelling as needed to further children's knowledge and understanding. We encourage children to develop their problem solving skills and be confident to take risks. Children in Reception have an opportunity to access our Forest School Area, the benefits of outdoor learning are:

- Engaging in open ended activities
- Embrace challenges with a can do attitude
- To equip children with love and respect for the outdoors
- To provide real life opportunities and create independent learners
- Taking risks, engaging in new experiences
- Using their senses to explore the world around them

Learning and developing

At Queensgate Foundation Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported by:

- Staff having the knowledge of how children develop and learn, and how this must be reflected in their teaching
- Delivering interventions that are tailored to the children's individual needs, extending and developing the children's play, talk or other means of communication
- Carefully planning a curriculum that helps children to achieve the ELG's at the end of the EYFS
- Motivating children to take part in activities that build on and extend their prior knowledge, interests and skills
- Encouraging children to communicate and talk about their learning and to develop independence
- Offering a stimulating EYFS environment both inside and outside as well as specialised areas and equipment around the school such as a cookery suite, music room, Forest School, varied sporting equipment and ICT resources
- Using a variety of assessment tools some of which are shared with parents via Tapestry and parents evenings.

The Early Years Foundation Stage Curriculum

Within The Early Years Foundation Stage Curriculum there are seven areas of learning. These include:

Three Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Four Specific Area

- Literacy
- Mathematics

- Understanding of the World
- Expressive Arts and Design

Assessment

We work with our main feeder pre-school to moderate judgements about children's achievements within the Foundation Stage. This is to enable us to receive robust and reliable Baseline data before the children start school in September. We also moderate with the Local Authority and other primary schools across the Island throughout the year to ensure our judgements are accurate.

Ongoing assessments are made throughout the year for each child's Foundation Stage Profile using a variety of assessment tools which includes Tapestry (an Online Learning Journal). These observations and assessments support us to extend children's learning and plan for their next steps, so they have the best opportunity to meet the Early Learning Goals by the end of the Reception Year. Parents are able to access their child's learning journal online and are encouraged to contribute. This helps us to gain a holistic view of each child and value the support from home.

In the summer term the Reception team meet with Year 1 teachers to discuss each child and to ensure a smooth transition between year groups.

Planning and Teaching

The teachers plan and teach a balanced range of activities and offer experiences that cover all seven areas of learning, with some whole class and small group teaching taking place each day. Planning is based on the children's interests and their next steps in learning.

Behaviour

The children in Reception learn our School Code which is reinforced and clearly displayed around the school. We use a visual behaviour chart based on the Jenny Moseley 'Sunshine and Cloud' system. Positive behaviour is encouraged at all times through praise and stickers. This is part of our whole school reward system.

