



St. LAWRENCE V. A. PRIMARY SCHOOL

Early Years Foundation Stage Policy

Policy on Early Years Foundation Stage

Rationale

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.'

(The Statutory Framework for EYFS, The Standards Site).

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 that is linked directly to "Development Matters" framework. As cited on The Department for Education Standards Site; 'Every Child Matters is the government agenda which focuses on bringing together services to support children and families. It sets out five major outcomes for children:

- **being healthy;**
- **staying safe;**
- **enjoying and achieving;**
- **making a positive contribution;**
- **economic well-being.'**

'The Statutory Framework for the Early Years Foundation Stage' was therefore developed to link to development matters framework. If the framework is implemented effectively within an Early Years setting, the Early Learning Goals (ELG) will be fulfilled. 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 Principles of the Early Years Foundation Stage

The Early Years Foundation Stage curriculum is designed to track the learning and development of children from birth to the end of their Reception year, aged 5. It sets out a series of Development Matters for children to work towards throughout their Early Years development and outlines Early Learning Goals (ELGs) for children to attain by the time they reach the end of EYFS. For most children, the end of Foundation (also known as the Reception year) will be the end of the Early Years Foundation Stage, when the expectation is that most children will have achieved the Early Learning Goals. Although the Early Learning Goals are intended for children at the end of the Foundation Stage, younger children are also provided with rich learning experiences to support them in achieving the age-appropriate Development Matters.

In the Foundation classes a high quality, well facilitated, multisensory approach to education makes a positive contribution to this vital stage in a child's development with the development of perseverance, co-operation and independence, speaking and listening skills, gross and fine motor skills, and basic literacy and numeracy skills. Rich, stimulating and personalised experiences provide each child with opportunities to develop these skills, their competencies and their thinking to the best of their ability across all the areas of learning.

The EYFS Curriculum

The EYFS is divided into seven areas of learning and offers a carefully structured curriculum taken from the EYFS 'Practice Guidance'. The areas of learning are split into two groups known as the Prime Areas and Specific Areas.

The Three Prime Areas are:

- **Personal, Social and Emotional Development:** Enables the growth of vital life skills in order for children to achieve the development matters outcomes. Each child is encouraged to develop their dispositions and attitudes, self-confidence and self-esteem, making relationships, behaviour and self-control, self-care and begin to develop a sense of community.
- **Communication, Language:** Teaches and facilitates key skills to cultivate confidence in a variety of contexts, such as language for communication and thinking, developing skills to listen and maintain attention and understand language.
- **Physical Development:** Improves children's gross and fine motor skills by exploring movement and space, health and bodily awareness and using equipment and materials. It helps children to gain confidence and feel positive about being healthy and active, thus promoting a positive feeling of well being.

The Specific Areas are:

- **Literacy:** Teaches key skills for reading, linking sounds and letters, taught by the Letters and Sounds phonics programme and teaching children to write following the schools writing policy.
- **Maths:** Develops confidence and competence in the using and application of number. This includes counting, adding and subtracting, sorting, matching, seeking patterns, making connections, recognising relationships and working with shape, space and measure.
- **Understanding the World:** Extends thinking, explorative and investigative skills to help children make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T. Children also explore time, places and communities.
- **Expressive Arts and Design:** Allows children to express themselves by responding to experiences, expressing and communicating ideas, exploring media and materials, creating music and dance and develops imagination and imaginative play. It enables children to make creative connections and extend their thoughts, feelings and understanding.

Provision, Teaching and Learning

Long, Medium and Short term planning takes place collaboratively between the teachers and other staff involved in the Foundation Stage. These describe teaching and learning activities linked to the EYFS Development Matters and incorporates assessment opportunities. The continuous provision for all of the different activity areas is displayed at all times. Short term plans are decided on a weekly basis from the Learning Journey. Half termly narrative observations also take place and are then used as a tool to plan for the 'next steps' in the children's learning. Anecdotal observations of children will also provide additional information for assessment and evidence purposes. There will also be a timetable showing the activities taking place each day 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 a range of structured and free-flow activities. They will practice 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. When not engaging in adult led activities the children make their own selection of the activities on offer as this encourages independent learning. We adhere to relevant whole school policies such as Safe Guarding Children, Equal Opportunities, Behaviour, Health and Safety and Marking Policies.

The Foundation Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active and where they can be quiet and rest. The unit is set up in learning areas where children are able to find and locate equipment and resources independently. Early childhood is the foundation on which children build the rest of their lives. At St Lawrence we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation

Assessment

Monitoring the progress of each child takes place through regular observations, discussions, photographs, record keeping and planned assessments. At the start of each academic year all children who attend Reception and Nursery are assessed to achieve a baseline level. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. These baseline assessments also help to support teaching, learning and planning opportunities.

On-going informal assessments also contribute to the judgments made by the Early Years staff in relation to the Early Learning Goals. The children are assessed against the seventeen areas within the Development Matters Framework. By the end of June each child will be identified as either "Emerging" towards the ELG, or "Expected" (working at the ELG) or "Exceeding" the ELG which means that these children are working above age related expectations.

A learning journal is kept for each child in EYFS and this is used to build up a picture of the child's learning experiences throughout their time in the setting. The learning journal is used as evidence against the ELG and each journal is assessed and monitored throughout the year. These assessments are used to build up a picture of each individual's learning and will be used to secure judgements against ELG's at the end of the year. Tracking sheets are kept by teachers to show progress against these baseline assessments. These are reviewed termly and progress for the cohort is shown. This forms part of a data summary sheet for each class within the foundation stage and progress is measured against curriculum targets

Data is quality assured and evidence is moderated termly by the Foundation team via Pupil Progress meetings with the Head Teacher. The Foundation Teachers also attend yearly moderation meetings and moderation network meetings in order to liaise with other schools. End of year data is also discussed with the Year 1 teacher so that he/she can continue to help the children to achieve the Early Learning Goals if they have not done so.

Parents as Partners

At St Lawrence Primary School we value parents as partners and strongly encourage them to contribute to their children's learning journeys and join in with planned activities as they occur throughout the year.

Transitions

Nursery Children

The nursery unit admits children the term after their third birthday on a part time basis which is morning's only. Each child that attends the nursery unit will be offered two visits prior to starting school. The first is a home visit which is an opportunity for the Early Years staff to introduce themselves both to the parents and children in their own environment. The second visit is a stay and play visit for the child at the nursery. We understand that parents know their child best and we offer them the opportunity during the second play visit to either leave their child to play and explore the setting or stay and support their child, depending on the confidence of each individual child.

When the child starts at nursery they will be allocated a Keyworker and assigned to Red or Blue group. Each group will have allocated keyworker time to explore learning together.

Reception Children

For all children starting in the reception class, we offer the following transition arrangements:

During the summer term:

- New Parents meeting, held in May following the school place offer
- Two Stay and Play sessions during the summer term
- A transition session during the whole school transition day
- Nursery visits carried out by the class teacher

September

- Home visits for all children
- Start school full time all together
- Learning Together sessions that parents can attend during the first half of the autumn term

Equal Opportunities

St Lawrence VA Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

St Lawrence VA Lower School is committed to having due regard to the following
The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Signed:

Date:

Review: