



# Early Years Foundation Stage Policy

This document was approved and adopted by the governing body.

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**Name of the Chair of Governors:** Judith Fortune

Duncombe Primary School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being safe and inclusive where learning is nurtured and encouraged in a happy, caring and fun environment and where good behaviour is expected as all children enjoy their educational journey.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. It is the document used to guide practitioners to plan challenging learning experiences within a vibrant, engaging environment and to assess the development and progress of each child.

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

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

### **In addition, four principles:**

1. Every child is a unique learner who is constantly learning, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. 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 carers.
4. Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with educational needs.

### **The EYFS identifies the Characteristics of Learning:**

1. Playing and exploring
2. Active learning
3. Creating and thinking critically

### **EYFS AREAS OF LEARNING**

#### **There are 3 Prime areas of learning:**

1. Personal, Social and Emotional Development (making relationships, self-confidence and self-awareness and managing feelings and behaviour)
2. Physical Development (moving and handling and health and self-care)
3. Communication and Literacy (listening and attention, understanding and speaking)

#### **And 4 Specific areas of learning:**

1. Literacy (reading and writing)
2. Mathematics (numbers and shape, space and measure)
3. Understanding the world (people and communities, the world and technology)
4. Expressive arts and design (exploring and using media and materials and being imaginative)

None of the areas can be delivered in isolation from the others. They are equally important and depend upon each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from

all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

The school fosters and develops relationships between home and school. Children are encouraged to share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs.

### **PHYSICAL DEVELOPMENT**

Children are given opportunities to move to music, use equipment, develop and practise their fine and gross motor skills. They develop an increasing understanding of how their body works, what is needed to be healthy and how to take care of themselves. This is done both indoors and outdoors and by working with a wide range of resources.

### **COMMUNICATION and LANGUAGE**

This covers all aspects of language development and provides the foundation for literacy skills. Children are encouraged and supported to develop competence in speaking and listening, being able to pay careful attention to what is being said and responding appropriately. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play, group discussions and a language rich environment. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as participating in music sessions, working with puppets, saying rhymes and singing songs together.

### **LITERACY**

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. To support the teaching of phonics and emergent writing, we use the Read Write Inc scheme. The pre-writing work encourages pencil control and clear letter formation. Children have the opportunity to independently develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to enjoy books by themselves and with their peers and to listen to stories read by adults.

### **MATHEMATICS**

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities complementing learning achieved at home. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations. We use Power Maths which is a problem solving approach focused around children's exploration of mathematical concepts through problem solving using the concrete, pictorial, abstract approach. This supports children to use physical resources and picture representations in order to develop a secure knowledge of key mathematical concepts that can then be applied to solve many problems.

### **UNDERSTANDING THE WORLD**

All children are given opportunities to solve problems, investigate, and make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children also have opportunities to develop computing skills working with and using modern technology.

### **EXPRESSIVE ARTS and DESIGN**

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children

are given opportunities to make paintings, drawings, collages, models and use musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other.

### **Active Learning through Play**

At Duncombe Primary School we recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In our EYFS setting practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

### **The Foundation Stage**

The Foundation Stage comprises of a 2 year old provision (1 morning and 1 afternoon session); a Nursery provision (1 morning and 1 afternoon session with full time places available) and 2 Reception classes.

Children from the Reception classes have opportunities to work together during the course of the day, and can move independently between their classroom and the outdoor area. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and then from EYFS into the mainstream curriculum whilst offering stability for the children. In all classes, children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, and children are encouraged to interact with others, to move about and explore a wide variety of learning situations. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

## Meetings

- A meeting is held at the beginning of the year with all carers/parents. Information is shared and routines are explained.
- Three parent/carer consultations are held throughout the year.
- Reception induction meetings and home visits for all children prior to starting at Duncombe.
- Parents/guardians can arrange informal meetings with the class teacher as and when required.

## Behaviour

Staff promote positive behaviour in line with the Duncombe Primary School Policy.

The underlying ethos of the policy requires adults to:

- Use positive language when interacting with all adults and children
- Consider children's ages and stages of development when identifying and implementing strategies to manage behaviour.
- Involve children fully in the decisions that affect their daily lives. This is done by considering their feelings and behaviours as well as their voices e.g. supporting children to understand and develop class rules in line with the school behaviour policy.
- Plan positive and challenging learning opportunities that promote positive learning behaviour.
- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sticker, praise note and sharing achievements with parents via a postcard home or a green form.
- Ensure children understand it is their behaviour and not the child as an individual that is unacceptable (i.e. *kicking* is unkind and not the child that is unkind for kicking).
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative behaviour.
- Recognise that in some cases a child's special educational need may affect their behaviour. □ Help children to understand the effect their behaviour has on other children and adults □ Ensure that this behaviour is modelled by all adults in the setting.
- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting.

When addressing behaviour concerns we will always seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.

Adults do not use physical punishment, approaches intended to single out and humiliate children or shout or use raised voices in a threatening way in response to children's negative behaviour.

## Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS settings at Duncombe Primary School. Regular, planned and focused assessments are made of children's learning and individual needs. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis both planned observations and spontaneous observations that capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). All practitioners are involved in observing children.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journals. Learning Journals record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic

evidence and observations. Half termly maths and phonics assessments are conducted 1:1 or in small groups to inform planning next steps for children.

Practitioners use observations to support their developing knowledge of individual children and to assess and monitor each child is making at least good progress. Observations are evaluated against the EYFS Early Excellence Assessment Tracker statements and the Early Learning Goals (at the end of Reception), children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

### **Outdoor Learning**

Outdoor learning is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

Outdoor learning is accessed via free-flow which means children can move independently between the classrooms and the outdoor area. Outdoors, children will have learning experiences that reflect the learning intentions, contexts and opportunities indoors: together with additional learning opportunities that might be more easily accessed outdoors e.g. large physical play, mud kitchen, large scale sand and water play.

Close observation is essential in order to assess children's ability and to ensure appropriate planning and continuity for the outdoor curriculum. Adults will make observations of children in the outdoor area using the same methods and approaches as for observations in doors.

### **Planning Outdoor Learning**

- To ensure balance and breadth of provision, adults planning an outdoor activity will think carefully about what it should include and why.
- Adults will have clear goals for children's learning and at the same time be responsive to children's enthusiasm and their interests.
- Within the planning there should be flexibility to meet individual children's needs as they arise during the session.
- Good quality resources should be available to enhance and extend children's play.
- The provision and planning for outdoor play, just as indoor play, must reflect the diversity and richness of the experience and developing interests of the children.

### **The Role of Adults in the Outdoor Area**

Adults will be actively involved with children in their games and activities where appropriate and will not be solely in a supervisory role.

Adults will;

- talk with children in a variety of ways (conversing, discussing, questioning, modelling and commentating)
- help children to find solutions to problems
- support, encourage and extend children's activities by making extra resources available and providing new ideas
- initiate games and activities
- join in games and activities when invited by children
- observe, assess and record
- evaluate observations in order to plan appropriate resources and experiences □ be aware of safety issues
- be aware of every child's equal right of access to a full outdoor curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability

In these ways adults are making positive contributions to the children's play and setting up challenging situations for children to experience and to learn from.

### **SAFETY OUTDOORS**

- Daily checks must be made before the start of the day, at lunchtime and at the end of the day in accordance with the daily Health and Safety risk assessment checklist.
- Staff on duty outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the area for any reason unless another member of staff has taken over responsibility.
- Children should be discouraged from using sticks as weapons and becoming involved in chasing games and aimless play.
- It is most important for staff to move around the area so that all areas are adequately supervised and all learning opportunities are taken advantage of.
- All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day.
- There will always be a trained member of staff responsible for first aid to treat children in line with our first aid policy.
- Children will be encouraged to wear their coats outside: if staff need to wrap up warmly it is necessary to ensure that children do too, although consideration will be given to the fact that children may feel warmer than the adults because they may be more active.
- At the end of the session the children must be counted to ensure they are all safe.

### **LATE CHILD COLLECTION/NON COLLECTION**

The welfare and safety of the children is always of paramount importance.

- Under no circumstances should any child go home with anyone else unless prior arrangements have been made e.g. the parent/guardian has informed the teacher or the school office that another person will be collecting their child and has written down their details including how they can be identified.
- If a parent or guardian is unavoidably delayed, they should contact the school office as soon as possible and endeavour to get to school as quickly and safely as possible. The child(ren) will be cared for by a member of the teaching or office staff until they are collected.
- If the parent/guardian is unable to contact the school office, the child will not be allowed to leave. The class teacher or a member of the senior leadership team will try to contact the parent/guardian to make alternative arrangements. If the parent/guardian cannot be contacted, the emergency contact(s) will be phoned.
- Any person authorised by a parent/guardian to collect their child who is not known to the school staff will need to give a previously agreed password. The member of staff will request that the password is written down so that it is not heard by anybody else and will check it before allowing the child to leave with the nominated adult.
- Should a child not be collected and the parent/guardian or emergency contact(s) are not contactable, the Senior Leadership Team will be informed and social services and/or the police will be contacted.