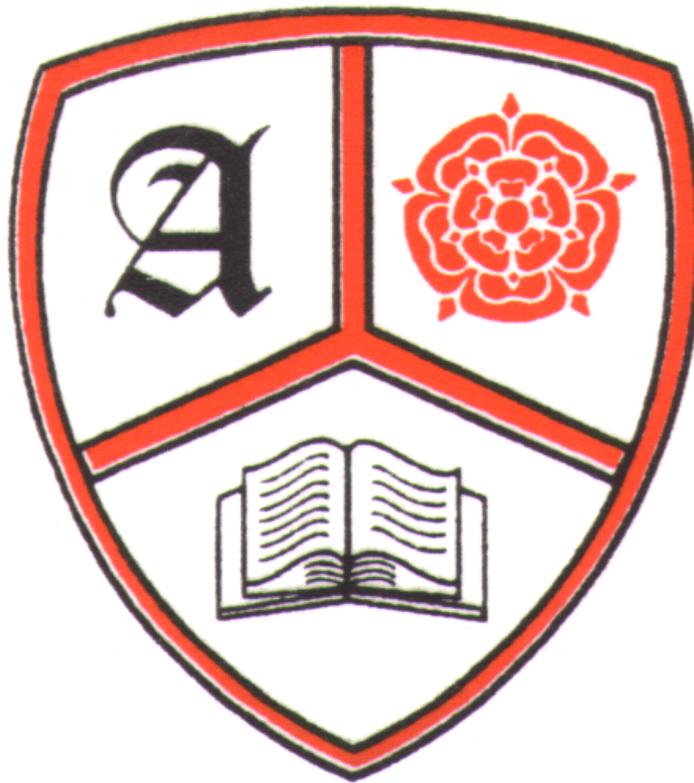


Anderton Primary School



Early Years Foundation Stage Policy

Introduction

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(Statutory Framework for the Early Years Foundation Stage DfE March 2017)

'It is a child's right to grow up ... staying safe, keeping healthy, enjoying and achieving, making a positive contribution and developing skills for the future.'

(Every Child Matters)

The Early Years are some of the most informative and important of an individual's development - the foundation upon which children build the rest of their lives, not simply a preparation for the next stage of education. Children entering the Reception Year (the final year of the Early Years Foundation Stage) should experience a secure, happy environment in which they know they are valued as individuals and in which they can confidently establish these firm foundations for future learning. Early Years learning should start from what the children already know and should acknowledge that there is potential in all children which must be accessed through the activities in which they are engaged. Expectations should be realistic as well as challenging to each individual.

Every child is valued as a unique individual – a competent learner who can be resilient, capable confident and self-assured. Teaching and learning are based on the understanding that children develop at different rates. Their attitudes and dispositions to learning are influenced by feedback from others, so praise and encouragement, as well as celebration and reward, for all individuals, whatever their rate of learning, supports and encourages the development of a positive attitude to learning.

Aims

To provide an education which will:

- Enable children to make an effective transition from home/playgroup/nursery to school
- Secure a broad and balanced curriculum which fosters the emotional, social, physical, moral, cultural, spiritual, intellectual, and creative development of all the children
- Ensure that all children have access to the curriculum and make progress proportionate with their developing abilities, irrespective of their gender, ethnic or social background or special educational needs
- Enable children to learn and develop skills, attitudes and understanding to reach the Early Learning Goals
- Ensure a planned transition for pupils moving from Foundation Stage to Y1

During the Reception Year we aim to:

- Provide an environment that is safe, happy, caring and sharing, stimulating and challenging which will foster high self-esteem and positive attitudes to school and learning - trust, confidence, curiosity, responsibility, independence, creativity and critical thinking
- Develop children's confidence and ability to express their own thoughts, ideas and feelings and to communicate them clearly to others, knowing that everyone can feel secure and valued
- Develop the desire and ability to engage co-operatively with other children and adults and to respect each other
- Provide a curriculum that is broad, balanced, purposeful, relevant and creative so developing firm foundations for future learning
- Provide opportunities for children to experience and engage in a challenging and enjoyable programme of learning and development through planned, purposeful play activities in all areas of learning
- Ensure the curriculum is structured with a wide range of stimulating first hand experiences through which children develop their concepts
- Provide children with opportunities to learn both in and out of doors
- Encourage children to work independently, to make choices, enable decision-making and develop a sense of self reliance
- Enable children to deal confidently with new experiences and change
- Develop understanding of the aspects of healthy living and well-being
- Establish strong links between home and school - working in partnership with parents/guardians
- Provide a rich and varied learning environment that encourages children to develop their skills and abilities to their full potential
- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them to build positive relationships with other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feeling of others
- Show respect for all cultures and, in doing so, to promote positive attitudes toward other people
- Enable children to understand their community and help them to feel valued as part of it
- Help children to grow into reliable, independent and positive citizens who are able to make informed choices

Principles

The Early Years Foundation Stage is based upon four overarching principles

Four guiding principles should shape the practice in Early Years settings. They are:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;

- 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
- Children **develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, including children with SEN and disabilities.

Learning and Development

The Foundation Stage Learning and Development requirements comprise:

- Seven areas of learning and development
- Early Learning Goals which summarise the knowledge skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements (when and how practitioners must assess the children's learning and how it should be discussed with parents and carers.)

All areas of learning and development are important and interconnected. Three areas are particularly crucial and are called the prime areas:

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

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Communication and Language

The most important aspect of this area is the development of good speaking and listening skills. There are many opportunities for role & imaginative play, 'Show and Tell' sessions, question times, the sharing and offering of ideas. Thematic activities encourage the extension of vocabulary, develop an interest in stories and comprehension, encourage the use of non-fiction texts as a source of information gathering and develop a range of speaking and listening skills.

Physical Development

Children develop their gross and fine motor skills of co-ordination, control, manipulation and movement. They are encouraged to understand the importance of being healthy and active, to recognise ways to do this and to apply them to their everyday life at home and school. Handwriting is now addressed through physical development.

Personal, Social and Emotional Development

Children are encouraged to develop self-confidence, self-esteem, independence and friendships. They learn that they should respect and care for each other, other people, their belongings and the environments in which they play, learn and live. They are given opportunities to express their feelings and practice the verbal and listening skills necessary to get along with each other and have fun!

Literacy

Children are encouraged to link sounds and letters through a structured approach to the teaching of phonics and they are given varied opportunities to use this to support them in reading and writing. They are offered a wide range of reading materials to ignite their interest.

Mathematics

Children learn key skills and concepts through games, activities, 'real life' scenarios and ICT. They explore and develop their understanding of numbers, calculations, shapes, space and measures. They are encouraged to apply their skills to independent problem solving activities.

Understanding of the World

Children find out more about the world in which they live and the people they might encounter through activities involving - Exploration and Investigation of the Natural World, People and Communities and Technology.

Expressive Arts and Design

Being creative enables children to express themselves and communicate their ideas, thoughts and feelings through role and imaginative play, movement, dance, materials and media, designing and making, music and song.

Play

Children's play reflects their wide-ranging and varied interests and preoccupations. Play with peers is important for a child's development. For young children, purposeful play is an essential and rich part of the learning process. It:

- encourages social skills and self esteem.
- encourages creativity - to develop imaginary situations and language
- provides opportunities to practise skills, explore new and challenging situations, discover and solve problems and extend ideas and understanding
- develops confidence, concentration, perseverance, problem solving and critical thinking skills
- encourages the ability to make choices
- offers opportunity to express fears or re-live anxious experiences in controlled and safe situations

There should be no distinction between work and play – rather, a decision as to when child-initiated or adult-led play activities would provide the most effective learning opportunity.

Active learning

Physical and mental challenges support effective learning and decision making. Active learning should involve other people, objects, ideas and events that engage and involve children for sustained periods. It should encourage children to persist if they encounter difficulties.

Creativity and critical thinking

Playing with ideas in different contexts and with a variety of resources allows children to make connections, establish better understanding and find new ways of doing things. When sensitively supported, children develop their creativity, decision-making skills and ability to think critically and to ask questions. Children will experience a wide variety of relevant and appropriate experiences to promote learning and achievement so leading to the acquisition of skills, concepts and knowledge. There is a balance between physical and quieter activities and between challenging new opportunities and secure familiar experiences which take account of prior learning to allow practice, consolidation and extension of skills knowledge and understanding. All aim to encourage independence, concentration, perseverance and a desire to succeed.

Effective Learning

Children learn in many different ways and we recognise the need to provide opportunities that allow children to learn in the ways that best suit them; playing, talking, observing, investigating and problem solving, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. The curriculum is delivered through a combination of adult-led focused learning and child-chosen/child-initiated activities. The learning may be delivered through a wide variety of activities aimed at the whole class, groups, pairs or individuals that take place both in and out of doors. It will include participation in physical activities, role play, designing and making, creative activities, responding to musical or recorded materials, watching presentations, 'show and tell', DVD, video, internet opportunities, simple researching to find out, the use of ICT and educational visits. Throughout the year we encourage children to be increasingly independent and responsible for their own learning, to plan, become involved in reviewing the way in which they learn and to reflect on how they learnt.

Effective Teaching

We aim to:

- focus on motivating children and developing their skills
- set academic targets for children
- plan learning with clear objectives and 'I can..' outcomes that the children are encouraged to understand and work towards
- track children's achievements in order to ensure appropriate continuity and progressions of learning
- ensure all activities are safe
- provide attractive learning environments to motivate and celebrate all aspects of learning

Organisation and Planning

We are guided by the Lancashire Long Term Planning overview and detailed Medium Term Plans for cross-curricular topics to which the children are encouraged to add their own interests and focuses for learning. Systematic planning ensures continuity and progression in the introduction and development of specific basic skills and concepts. There is a balance of adult directed / child chosen and child initiated activities to ensure all required learning is covered and developed. Opportunities are provided to rehearse and develop learning and to encourage the independent application of skills. Assessment through observation and detailed Learning Journals monitor achievement and guide planning at class / group / individual level.

Assessment and Record Keeping

Children are assessed against the Foundation Stage Profile. An initial assessment is made during the induction period of Term 1 when evidence is gathered from pre-school records, parent questionnaires and teacher/TA observations within the school day. On-going assessment is made throughout each week and term to ensure planning is specific to the needs of a group or individual. Records are kept of each child's learning related to teacher-led and child chosen tasks as well as observations/judgements relating to child-initiated activities. More focused assessments e.g. sounds/numbers/high frequency keywords are made at the beginning of each new term. The reception teacher participates in county led moderation meetings to validate teacher assessment and ensure external quality assurance.

Special Educational Needs

Children with special educational needs are identified as early as possible within the school year and appropriate intervention is made in line with the school's Special Educational Needs Policy. Parents are involved at all stages.

Inclusion

Meeting the needs of lower achievers

All children require activities at a level at which they can achieve success in order to develop and maintain their confidence and self-esteem. A wide variety of activities ensures consolidation of skills and understanding before moving on to new challenges.

Meeting the needs of high achievers

More able children should experience a broad curriculum embracing the challenge of problem solving and investigative activities which extend and deepen their knowledge and understanding in order to motivate and extend them at all times.

The Outdoor Learning Environment

Rationale

Some things can only be effectively learnt outdoors e.g. aspects of nature, the seasons and the weather but everything else has the potential to be learnt out of doors as effectively as indoors and often more memorably! It should, therefore, be a childhood entitlement to be offered a safe, secure, broad, stimulating and well-planned learning environment out of doors as well as within the classroom.

Aims

- To provide a broad, balanced 'outdoor' curriculum
- To provide a safe, secure, stimulating and challenging learning environment
- To deliver aspects of all seven areas of the Early Years Foundation Stage Curriculum through outdoor learning
- To provide opportunities for children to be more active and so promote a healthier life style
- To encourage children to play and explore the outdoor environment developing awe and wonder of the natural world
- To encourage children to work imaginatively and to engage in play that does not require expensive, pre-determined equipment and resources
- To develop children's confidence, autonomy and independence to play in a larger environment
- To develop all aspects of social skills especially sharing, turn-taking, co-operation, negotiation and purposeful play
- To enable children to develop a sense of themselves as capable achievers

Provision will offer

- Space to be physically active
- Opportunities to develop and refine the full range of large and fine motor skills
- Time to observe and explore
- Quiet areas for reflection
- 'Open-ended' resources to inspire the imagination during: role and imaginative play, mark-making, construction, creative activities, exploration of natural materials and scientific and mathematical exploration/problem solving

Transition Procedures

Starting School – Induction

For young children change and transition can be bewildering and overwhelming. For this reason we value the importance of a positive introduction to school for both child and parents/carers. Most children joining Anderton Primary School have attended one or more of the pre-schools and nurseries within our local area. We aim to make this a smooth transition, providing reassuring continuity as well as a range of new experiences. Our admission arrangements are carefully organised and regularly reviewed to ensure that all parties are happy, confident and fully informed about all aspects of induction. There is an annual school entry in September of the school year in which a child will be 5 years old.

We begin to meet new pupils and welcome families to Anderton Primary School during the Autumn Term of the school year prior to entry. Parents and children are invited to the Open Evening in the Autumn Term when all staff are available to talk about our school and answer any questions. Some children from other year groups also attend and help to provide an insight into school life. In the Summer Term prior to entry, parents are invited to a New Parents evening. They have an opportunity to meet all the staff who will be involved with their child and they are given a welcome pack including the school prospectus / other school information / details relating to the reception class and questionnaires designed to give parents and children the opportunity to share more detailed information regarding individual needs and interests.

During the summer term the Reception teacher makes visits to local pre-schools and nurseries attended by the new-intake children in order to meet them in their familiar setting. Children and their parents are invited to three “stay and play” sessions after school and then the children are invited to a visit when they attend school without their parents but within their intake group. This visit takes place on the school transition day.

We realise that many children have been in full-time attendance at pre-school or nursery settings. However, the children’s welfare and well-being are of paramount importance and it is essential that they do not become over-tired or overwhelmed by the transition to school life. We believe they should be given a gradual introduction to school and we aim to:

- gently introduce each child to their new setting and its routines and expectations
- build good relationships between the children and the adults

This allows time for valuable entry assessments to be made in order to ensure the curriculum is appropriate and relevant to each child. The Reception teacher will always be available for parents to arrange suitably appropriate times for a discussion if there are any concerns about a child.

Parents/Carers as Partners

Parents are the first and most important educators of a child. We encourage their involvement in all aspects of learning and encourage a partnership based on mutual trust and respect. Parents of Reception pupils are given regular details of class organisation, routines, topics and ways to become involved in and support their child’s learning at home via the home-school journal and the sharing of information via 2 Simple Parent Share. Parents and carers are asked to support the development of reading on a daily basis and to comment in their child’s reading books. Parents are asked to give their views on their child’s progress as well as being invited to formal school parents’ evenings. There is an opportunity to contribute to an on-going celebration of their child’s development and achievements at home and at school. A summary and celebration of learning is given to parents at the end of the Reception Year.

Reception to Year 1 Transition

Throughout the year children from both Reception and Year 1 are involved in playtimes and many other shared experiences (resource area activities, assemblies, school activities, productions etc.), which involve interaction with the Year 1 pupils and staff. During the Summer term there is phased introduction into year 1 which involves the pupils visiting Year 1 for regular story times and then spending the day with the Year 1 teacher on transition day. The Reception and Year 1 teachers analyse EYFS data together and discuss individual pupil progress and needs. During Term 1, the Year 1 teacher aims to offer learning opportunities similar to the Year R provision.

Safeguarding

The Reception Class is included in the school's safeguarding policy. Safety of the Reception pupils is of paramount importance. From their first day in the Reception class, safety issues and safe practices within all areas of the curriculum are taught and consistently reinforced in order that children are encouraged to

- know and respond to the boundaries of the indoor areas, outdoor play areas and school boundaries
- move safely and appropriately both in and out of doors
- have regard for their own safety and that of others
- use transport and all tools and equipment correctly, responsibly and with appropriate care
- understand and adhere to the class rules which are clear, consistent and carefully explained and reinforced throughout the year
- know and conform to the 'end of day' routine for leaving the classroom and meeting appropriate adults
- be aware of stranger danger
- begin to understand the issues involved with internet safety
- develop caring and empathetic friendships
- tell an adult immediately, if they feel worried, frightened or in any way bothered by a situation at school or at home, an adult or another child

Adults visiting school during school hours – adults who will be within school during the school day and who will have periods of unsupervised access to children (for example, sports coaches) will be asked to leave their mobile phones in the school office for the duration of their stay. Adults visiting school who will always be accompanied by a member of staff will be permitted to keep their phones on them.

School staff will keep their mobile phones in their bags out of reach of children and will only be permitted to check them at times when no pupils are in class.

Accidents and Illnesses

Any accident or illness is dealt with following the main school First Aid Policy and procedures. Staff in Reception have completed Paediatric First Aid Training in addition to the standard First Aid Training.

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that every pupil has access to the whole curriculum and opportunities to make the greatest possible progress irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability and we constantly strive to use and value what each child can do, assessing their individual needs and helping each child to progress and to value the contribution of every child.

June 2017

Date for Review: June 2019