

**Early Years Foundation Stage Policy**

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MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

**POLICY NAME: Early Years Foundation Stage Policy**

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30-05-13	Early Years Foundation Stage Policy	TBC	New policy

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### **Early Years Foundation Stage Policy**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At MAP2, children join the Reception class in the year that they turn five (however some children would have attended Shining Stars Nursery, which is on our school site and will also follow this Policy). In partnership with Parents and Carers, we enable the children to begin the process of becoming active learners for life.

In the EYFS, we endeavour to ensure that children *"learn and develop well and kept healthy and safe."* We aim to support children in their learning through *"teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life."* (Statutory Framework for the EYFS 2013)

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

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – supporting the children in becoming strong and independent.
- **Enabling Environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Developing** – an acknowledgement that children learn in different ways and at different rates.

#### **A Unique Child**

At MAP2, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards (House Points and Golden Tickets), to encourage children to develop a positive attitude to learning.

#### **Inclusion/Special Educational Needs and Disabilities (SEND)**

All children and their families are valued at MAP2. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential SEND is identified at the earliest possible opportunity. Early identification of SEND is crucial to enable staff to support the development of each child. Concerns are always discussed with Parents/Carers at an early stage. Please see our SEND Policy for further information.

#### **We meet the needs of all our children through:**

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued, this is significant during our weekly Project Meetings where children are encouraged to discuss what they would like to learn next;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

### **Welfare**

It is important to us that all children in our school are 'safe'. In the EYFS, we aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

*"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."*

**At MAP2 we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2013. We understand that we are required to:**

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Positive Relationships**

At MAP2 we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents/Carers as Partners**

We recognise that Parents/Carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that Parents/Carers have played, and their future role, in educating the children. We do this through:

- An information evening for parents in June where they receive the Reception Information booklet and the School Prospectus which highlights school start and finish times, uniform and informs the Parents/Carers of the schools vision and aims.
- Asking Parents/Carers to complete admission forms, medical form, disability form etc. (please see induction pack).
- Asking Parents/Carers to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school, prior to their children starting in Reception.
- Ask Parents/Carers to complete an 'All About Me' activity with their child over the Summer, where they will write a synopsis about their child including their likes and dislikes. This will form a display and the basis for our topic learning at the start of the Autumn Term.
- Encouraging Parents/Carers to talk to their child's teacher if there are concerns prior to requesting meetings with Senior Leaders.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
- Inviting family members to spend a morning each week at school with their children during their first term at the Academy through our 'Bring your own...' events.
- Talking to Parents/Carers about their child before their child starts in our school, through conversations and visiting the children in the current Nursery settings. This also ensures that children have the opportunity to spend time with their teacher before starting school.
- Parents/Carers receive a report on their child's attainment and progress at the end of each school year.
- Parents/Carers are invited into the classroom on a daily basis and can view and comment upon their child's Learning Journey whenever they would like to.
- Asking Parents/Carers to complete 'WOW at Home' sheets to record any significant events and/or development in their child's learning at home.
- Organising a range of activities throughout the year that encourage collaboration between child, school and Parents/Carers: Open afternoons, Art Exhibitions, Christmas Performances, Sports Day etc.
- Inviting Parents/Carers to make comments through 'Wow! At home...' slips relating to the children's achievements at home.
- Written contact through Home Reading Records as well as the acknowledgement that Parents/Carers can ring school to contact staff or the Head of Early Years or email them.
- Allowing free access to the children's Learning Journeys and classroom displays.
- Parents/Carers are made aware of the curriculum and ongoing activities through the 'Learning Together at Home' weekly sheet which explains what the children have done that week, what they are due to do the next week and also provides guidance on a task to complete with their families at home to consolidate their learning. Parents/Carers are also given any other relevant messages/information, curriculum guidance booklets relating to the half-termly topic, invitations to help or to join the afternoon sessions as an observer.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teachers act as

'Key Workers' to all children in EYFS and we do not have a separate system, however our TAs and HLTAs do also contribute to this information.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

### **The Learning Environment**

The EYFS classrooms and learning spaces are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classrooms cover all learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own large enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. Children are encouraged to learn independently during free flow times but are also guided by Independent Learning Wow tasks which ensure focus and engagement.

### **Effective Learning**

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual Learning Journeys.

### **Learning and Development**

Teachers and Early Years Practitioners provide the curriculum in the Reception classes of up to a combined class size of 60 children.

### **Areas of Learning**

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The **prime areas** are:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

The **specific areas** are:

- Literacy (L)
- Mathematics (M)
- Understanding of the world (UW)
- Expressive arts and design (EAD)

Through careful assessments and observations, including information provided by Parents/Carers and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's Parents/Carers and agree how to support the child.

At MAP2 *"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1."* (Statutory Framework for EYFS 2012)

Planning and guided children's activities will reflect the different ways that children learn and reflect these in their practice. At MAP2, we support children in using the three characteristics of effective teaching and learning. These are;

- **Playing and Exploring** - children investigate and experience things, and 'have a go';
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Religious Education and PSHEE is also taught in the EYFS, using the Devon, Plymouth and Torbay Locally Agreed Syllabus and Schemes of Work.

### Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

**Health and Safety**

At MAP2 there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2013, at MAP2 we undertake; a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At MAP2 a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2013)

- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the morning session.
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

**Transition from the EYFS to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides Parents/Carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

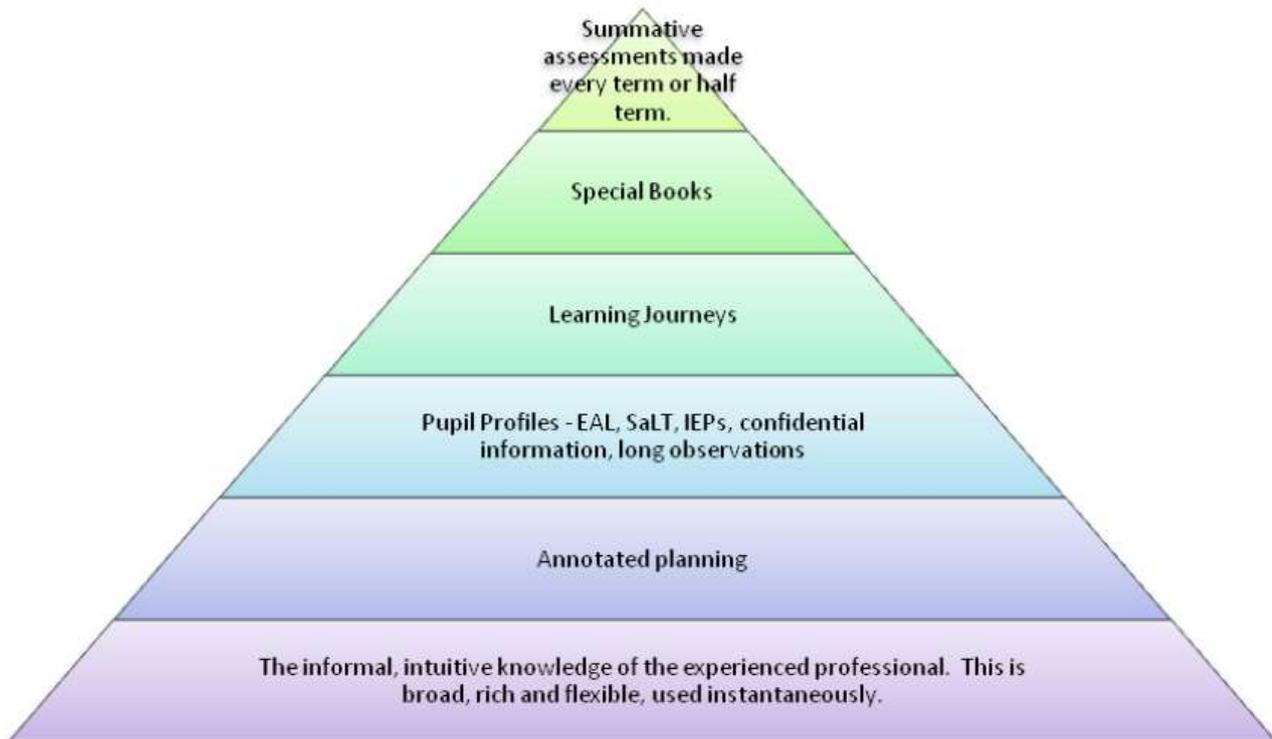
The Profile includes on-going observations, all relevant records held by the setting, discussions with Parents/Carers, and any other adults whom the teacher, Parents/Carers judge can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The EYFS Profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). These are also recorded using the school's tracking systems, E-Profile and School Pupil Tracker.

Year 1 teachers are given a copy of the EYFS Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

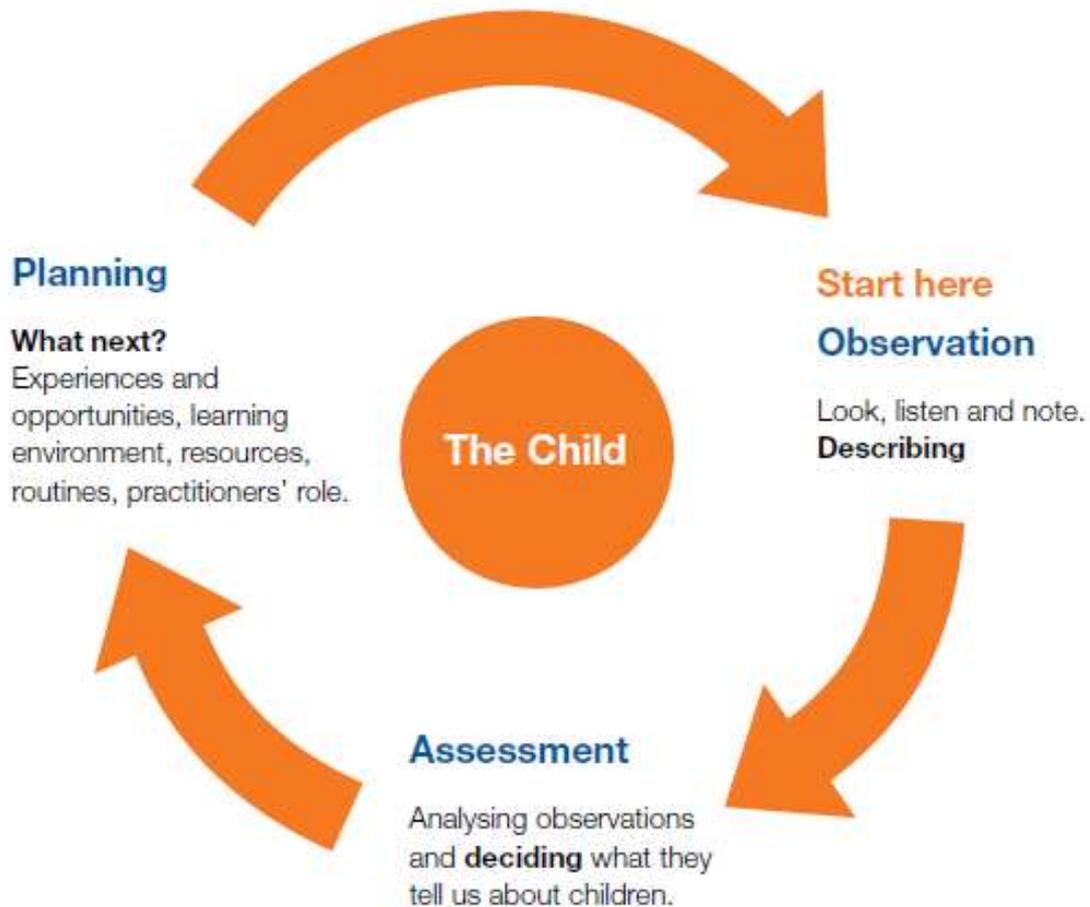
**Appendix 1:**

**The EYFS Assessment Pyramid**



**Appendix 2:**

**The EYFS Observation, Planning and Assessment Cycle**



**Appendix 3:**

**MAP2 EYFS Planned Observation Sheet**

Child's Name:	Photo of learning:
Date:	
Observation completed by:	
Context for learning:	
What significant learning was demonstrated? <i>What did you see?</i>	
Leuven involvement scale:	Leuven wellbeing scale:

**The Characteristics of Learning**

<b>Playing &amp; Exploring engagement</b>	<b>Active Learning motivation</b>	<b>Creating &amp; Thinking critically thinking</b>
<b>Finding out &amp; exploring:</b> <ul style="list-style-type: none"> <li>Showing curiosity about objects, events &amp; people</li> <li>Using senses to explore the world around them</li> <li>Engaging in open-ended activity</li> <li>Showing particular interests</li> </ul>	<b>Being involved and concentrating:</b> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul>	<b>Having their own ideas:</b> <ul style="list-style-type: none"> <li>Thinking of ideas</li> <li>Finding ways to solve problems</li> <li>Finding new ways to do things</li> </ul>
<b>Playing with what they know:</b> <ul style="list-style-type: none"> <li>Pretending objects are things from their experience</li> <li>Representing their experiences in play</li> <li>Taking on a role in their play</li> <li>Acting out experiences with other people</li> </ul>	<b>Keeping on trying:</b> <ul style="list-style-type: none"> <li>Persisting with activity when challenges occur</li> <li>Showing a belief that more effort or a different approach will pay off</li> <li>Bouncing back after difficulties</li> </ul>	<b>Making links:</b> <ul style="list-style-type: none"> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping, sequences, cause and effect</li> </ul>
<b>Being willing to 'have a go':</b> <ul style="list-style-type: none"> <li>Initiating activities</li> <li>Seeking challenge</li> <li>Showing a 'can do' attitude</li> <li>Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<b>Enjoying achieving what they set out to do:</b> <ul style="list-style-type: none"> <li>Showing satisfaction in meeting their own goals</li> <li>Being proud of how they accomplished something – not just the end result</li> <li>Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<b>Choosing ways to do things:</b> <ul style="list-style-type: none"> <li>Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>Checking how well their activities are going</li> <li>Changing strategy as needed</li> <li>Reviewing how well the approach worked</li> </ul>
<b>Comments:</b>		

Area of learning & development	Aspect	Age/ stage band
<b>Prime Areas</b>		
Personal, Social & Emotional Development	Making relationships	
	Self-confidence & self-awareness	
Physical Development	Managing feelings & behaviour	
	Moving & handling	
Communication & Language	Health & self-care	
	Listening & attention	
	Understanding	
	Speaking	
<b>Specific Areas</b>		
Literacy	Reading	
	Writing	
Mathematics	Numbers	
	Shape, space & measures	
Understanding the World	People & communities	
	The World	
	Technology	
Expressive Arts & Design	Exploring & using media & materials	
	Being imaginative	

Next steps for planning/provision.  
*How will you move this child's learning forward, building on this interest?*

Evidence of impact/date:

Parent's/Carer's Comments: