

Early Years Foundation Stage Policy

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Langley Park Primary School Mission Statement

We believe that learning should be fun, purposeful and challenging. Through our effective curriculum we aim to equip each child with the skills they need for lifelong learning. We aim to develop confident learners, who take ownership of their learning are proud of their achievements and are well prepared for life in modern Britain.

We believe that every child matters. Through positive attitudes and partnerships we endeavour to develop the whole child, meeting individual needs in a safe and secure environment where differences are celebrated.

We believe that all members of our school community should work together to maintain a safe, happy and stimulating environment which encompasses not only the learning environment and school grounds, but the surrounding area also. We aim to promote sustainability and an awareness of wider global issues through our curriculum and the links made with our local and global communities.

We believe that good teamwork and positive partnerships – with individual children, the whole class, our colleagues, with governors, parents and the wider community will lead to effective teaching, high standards and successful learning.

When parents choose to use Early Years services they want to know that provision will keep their children safe and help them to thrive.

At Langley Park Primary School our Early Years Foundation Stage (2 Year Old provision, Nursery and Reception) work closely together in order to provide quality provision for the children in our care.

The Aims of the Early Years Foundation Stage at Langley Park Primary School are:-

- To provide a broad and balanced curriculum which embraces the themes, principles and commitments of the Early Years Foundation Stage and the seven areas of learning in the Early Years Foundation Stage
- To provide a happy, secure, stimulating and challenging environment.
- To provide opportunities for children to make choices which will facilitate independent learning, creative thinking and enable them to feel confident as learners.
- To provide opportunities for children to develop their communication, linguistic, investigative and problem solving skills through interaction with adults and other children.
- To promote children's imagination in play through stimulating resources and activities within the inside and outside classrooms.
- To develop a partnership with parents/carers based on a shared understanding of the learning needs of the children.
- To provide quality first hand, play based learning experiences that are well planned and

contain an appropriate balance between different types of play, permeating all aspects of the curriculum.

- To provide a range and balance of child initiated, adult initiated and adult focused activities indoors and outdoors.
- To provide a smooth transition between the Early Years Foundation Stage and Key Stage 1 – Year 1.

In the Early Years Foundation Stage at Langley Park Primary School we believe:-

- That all children in our care have an entitlement to a broad and balanced curriculum (irrespective of learning needs, race, colour, gender, cultural/social background, or religious persuasion).
- That what each child can do is the starting point of his/her learning.
- That how we provide for and interact with children has a profound effect on their well-being and learning.
- That information provided by parents/carers is valued and seen as a vital link in forming a partnership with families and in building a picture of each child.
- That the Early Years Foundation Stage is the springboard to a good start in their education at school.
- That play is a major vehicle through which young children learn and gain access to all aspects of the curriculum. Play is a natural process. It puts children in charge of their own learning. It helps children to make sense of their world and enables them to develop their personal qualities, attitudes and higher order learning.
- That children learn more effectively in a lively, rich and stimulating environment with opportunities to access all areas of the curriculum indoors and out.

Essentially we want children to make decisions, become independent learners, interact with people, enjoy learning and become confident with themselves, others and our world.

Staffing

Within the Early Years Foundation Stage at Langley Park Primary School, all staff will;

- engage in dialogue with children
- watch, listen and respond to children
- model language well
- encourage children to express their thoughts and use new words
- support independence and confidence
- encourage children to speculate and test ideas through trial and error
- enable children to explore and solve problems
- behave as an excellent role model for children to copy
- support children to recognise and respond to their own physical needs

- attend to children's personal needs
- deal with children's care arrangements, including intimate care, the levels of privacy afforded to children, and supervision arrangements when undertaking personal hygiene tasks.

Staff knowledge and expertise is seen as a prerequisite for an effective Foundation Stage department and this is accomplished by:

- Nursery and Reception staff working closely together so that knowledge and expertise is shared by all parties.
- Members of the team keeping abreast of relevant research and information.
- Staff attending in-service courses, conferences and support group meetings.
- Ensuring that the Nursery Teacher and EYFS Leader have appropriate training and experience with knowledge of child development and the Early Years. They will have the ability to structure and support young children's learning, lead and manage the team and work closely with other agencies.

Planning the Early Years Foundation Stage Curriculum

Learning experiences are planned for both indoor and out and are linked together through topic work which encompasses seven areas of learning.

The '**Prime Areas**' of learning;

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

The '**Specific Areas**' of learning;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Indoor /outdoor Environments

The indoor environment will have structured focused areas of learning which is informed by continuous provision planning and enhanced collaboratively on a weekly basis. The indoor environment and provision will reflect priority areas within school;

- Communication and Language
- Physical Development
- Literacy and Mathematics (basic skills)

Opportunities for other areas of learning will also be catered for throughout the unit. Nursery and Reception operate separately and will have their own areas of learning which are specifically targeted through accurate cohort baselines. Reception and Nursery will have specific times when children access free-flow into both rooms- this will be identified through cohort overview data and will change over time.

The outdoor environment will have open-ended opportunities for children to focus more on the Characteristics of Effective Learning including their Personal, Social and Emotional development;

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

All outdoor areas will have continuous provision resources available and will be enhanced every half term.

Planning

Each Year Group considers how to provide for the children using three stages of planning

- **Long term:**

This is informed by the Development Matters statements and Early Learning Goals the children need to meet in their development. EYFS staff will deliver topics/themes through planned children's literature. ARE objectives should be planned for on Long Term Planning for 7 areas of learning- including opportunities for parental engagement and involvement within the wider community.

- **Medium term:**

These plans cover the half term topic work each year group will deliver. A 'Stay and Play' session is arranged towards the end of each half term. This will provide opportunity for parents/carers to stay and play with their child for a creative afternoon. The theme will be to introduce a new topic/theme to parents/carers and children, which they will cover and any specific interests/feedback from the parents/carers and children are used to inform EYFS Staff's medium term planning in more detail.

Medium term planning will include details for each of the 7 areas of learning which will be delivered through planned stories and will detail possible learning activities and opportunities.

- **Short term:**

Short term/weekly planning in the EYFS is to be completed daily, routed directly through assessment for learning. Staff plan to meet children's immediate needs which is informed from evaluations of daily planning in order to inform the next day's planning. This will identify the learning intentions/outcomes to be taught along with evaluations linked to the activities provided. The needs of individual learners, based on observations, are catered for within this framework.

Continuous provision planning is to be planned every two weeks and is enhanced collaboratively with all staff, following a weekly EYFS meeting.

Enhancements will be supported by high quality observations of the children across the week to identify area strengths and areas for development and will be routed from children's interests. Continuous provision planning is to reflect all areas of learning to enable children to reflect, consolidate and use and apply their new knowledge and skills within a challenging, fun and safe learning environment.

Learning objectives are differentiated so that the able are challenged and those that need additional help are supported. Gifted and talented pupils as well as children working well below development typical for their age will be identified through formative assessment in sessions. Interventions will then be set up, tracked and monitored for pupils who are working significantly below, or below development typical for their age.

Transitions

In the Summer Term, children in both Nursery and Reception begin activities to support their transition to their next classes. A structured programme of activities and events begins to expose the children to experiences from their next school year to support a smooth transition. Activities undertaken will include:-

- Learning walk- children walk through their new year group classrooms with their current teaching staff.
- Story time- children visit classes in the new year group for stories and rhymes.
- Whole School transition day- Children will spend a morning with their new teachers and will stay for their dinner to recognise new routines.
- Transition booklet –This will be done for Nursery, Reception and Year 1 with pictures of the new environment and information which explains what to expect.
- Home Visits for new Reception Children with Reception Teacher and Parental Support Advisor
- Home Visits for new Nursery Children with Nursery Teacher and Parental Support Advisor

The children's next classes will involve more adult led and adult initiated activities, alongside some outdoor and child initiated ones. The balance of activities will be adapted to suit the needs of the

particular cohort, but the aim is to extend children's concentration through more focused sessions.

Observation, Assessment and Record Keeping

Learning Journeys are used to record the learning that occurs over the children's time in the EYFS. Children's Learning Journey will start with them in Nursery and will continue throughout their time in Reception. All Nursery children's observation will be recorded in their Learning Journey. In Reception, children will have a separate Mathematics and Literacy book and a Learning Journey for all other areas of the curriculum.

Nursery and Reception staff will have allocated children to form 'Key Worker Groups'. This is to be shared with the parent/carers. Each member of staff will keep a file with the individual overview and the Prime and Specific objectives (Development Matters) for each of their key children.

This is so that staff can ensure they are creating high quality observations of their key children and learning is consistently targeted to children's immediate next steps. The files are to be updated every term.

Nursery Learning Journeys include:

- Focused observations to support baseline assessment on entry to Nursery (usually focused around Literacy & Communication and language)
- Children's 'All About Me'
- Learning stories and extended observations;
 - Heavily focused on the Characteristics of Effective Learning
 - Child initiated learning
 - Adult directed tasks
 - A good balance between children's original work and adult observations
- Evidence of play and learning at home.
- Parent/carer comments every time Learning Journeys are shared with parents/carers (once every term).
- Praise notes from home

Reception Learning Journeys include:

- All Nursery observations from previous year
- Children's 'All About Me'
- On entry to Reception assessment
- Learning stories and extended observations;
 - Heavily focused on the Characteristics of Effective Learning

- Child initiated learning
 - Adult directed tasks
 - A good balance between children's original work and adult observations
- Evidence of play and learning at home.
 - Parent/carer comments every time Learning Journeys are share with parents/carers (once every term).
 - Praise notes from home

Reception Books will include;

- Mathematics & English books
 - Child initiated learning
 - Adult directed tasks
 - A good balance between children's original work and adult observations
- Praise notes from home

A balance between children's original work and adult observations will be dependent upon children's individual stage of their development.

Intimate Care

Within the EYFS, we follow the intimate care policy closely when a child may need to be changed.

This guidance sets out procedures for dealing with toileting and personal/intimate care tasks with utmost professionalism, dignity and respect for the child and the maintenance of highest health and safety standards possible. The aim being to safeguard pupils, parents, staff and the educational setting by providing a consistent approach within a framework which recognises the rights and responsibilities of everyone involved.

Parents will be asked to sign a Personal/Intimate Care and Toileting Parental Consent (Form to be completed by School Head Teacher or SENCO). A Toileting and Intimate/Personal Care Log must be displayed in Reception and Nursery Toileting areas and all changes **must** be logged appropriately.

Partnerships with parents and families and other agencies

As a primary school we work very closely alongside children's centres in the area in order to provide the best start to your child's school life. We work closely alongside Sure Start which delivered wrap around care before and after school in order for children to have a smooth transition between both settings. In the Early Years Foundation Stage we also believe that partnership with parents and families is paramount. To develop this partnership we provide the following opportunities:

Visits to school:-

- All Nursery and Reception parents/carers are invited to 'meet the teacher' through an information session with staff and Head teacher to set expectations and familiarise with routines for new parents.
- Parents/carers are invited to come to a range of events through the year including the Harvest Festival, Christmas performances, Easter Bonnet Parade and Sports Day as well as termly 'Stay and Play' dates.

Meetings with parents:

- Foundation Stage staff are all available to speak to parents/carers before and after school for Nursery and Reception.
- Meeting with parents/carers for new reception children in the following September to be held with all Reception staff and Head Teacher.
- 'Stay & Play' sessions are held every term for parents and carers to come and visit their child's class and find out about what happens in a day and to be informed of their child's new theme/topic the following term. Opportunities for family workers and other agencies to be available for parental support with regards to Communication and Language, Physical Development and toilet training.

Information sharing:

- Website/ text messages/ Facebook/ weekly newsletters and weekly celebration assemblies.
- Praise notes from home and from school (WOW wall).
- Parents/carers are encouraged to become involved in their child's learning.
- Information to inform children's attainment is shared at regular parent's meetings alongside an annual written report.
- Half termly 'stay and play' sessions where books and learning journals are shared with parents/carers.
- End of year expectations from the curriculum for parents/carers to understand the expectations of their child's learning and development.
- Parents and carers are regularly updated with regards to arrangements in school.
- A questionnaire is sent out to parents/carers to support our school improvement and development.

Admissions

The school's admission arrangements are as described by the Durham County Council for all County schools. Arrangements for Admission to the school should be made either directly to Durham County Council Admissions Team, County Hall, Durham.

Reviewed and approved June 2017

Next review date: July Term 2018 or as necessary if admission arrangements etc change