



Harvey Road Primary School Early Years and Foundation Stage Policy

Aims

We aim to provide a welcoming, supportive, secure and stimulating environment in which all children can learn and develop to their full potential. The curriculum is aimed to match different abilities and enables children to become increasingly independent.

We aim to provide:

- A rich and relevant curriculum based on the Early Years Foundation Stage document that sets the standards for learning, development and care for children from birth to five. "stepping stones" Which lead to the Early Learning Goals and National Curriculum objectives.
- A curriculum that is well planned, structured and resourced and that takes into account the specific needs of individual children.
- Experiences which build on and extend children's knowledge and abilities, through relevant, stimulating and challenging learning experiences.
- An on-going partnership with parents which support and enhance children's learning.
- Learning opportunities for children to acquire basic skills, concepts, knowledge and attitudes.
- High quality child initiated play that show cases the principle that children learn best through play
- A high quality learning environment that includes inside and outside spaces
- Equality of opportunity by promoting open access to all experiences.
- An environment where children develop friendships and respect of themselves and others.
- Experiences where children have the opportunities for problem solving, both in directed and child initiated activities.
- Opportunities for children to play and work as part of a group or class, developing appropriate behaviour to work together harmoniously.
- Opportunities to develop an understanding of what is right and what is wrong and why.
- Opportunities to develop communication, language and literacy skills throughout the curriculum.
- Opportunities to develop and extend mathematical knowledge and understanding.
- Opportunities to develop positive attitudes to learning by promoting experimentation, investigation and curiosity.
- Opportunities to develop physical skills.
- Resources and learning opportunities to develop creativity throughout the curriculum.

Learning

Learning occurs through activities which are carefully planned and resourced. They may be child or adult initiated and may include;

- role play and simulations
- practical activities
- first hand experiences

- play and active learning
- talking and questioning
- interaction with adults and peers
- investigation and experimentation
- problem solving
- recording

Teaching

Teaching takes place as a whole class, in small groups and with individual children as appropriate. Activities are differentiated to enable all children to access the curriculum and for each child to consolidate and extend their knowledge and understanding.

Staff have a thorough knowledge and understanding of the Foundation Stage curriculum and attend regular training courses to extend their skills and to keep up to date with current practices. Teaching methods enable children to learn effectively. Challenging activities provide the inspiration to encourage children to achieve their best. The use of indoor and outside provision is utilized by staff to ensure that children's access to the EYFS standards meets the needs of the children. Effective behaviour management techniques result in high standards of children's behaviour.

The Curriculum

The Foundation Stage curriculum is organised into six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Mathematical problem solving, reasoning and numeracy
- Knowledge and Understanding of the World
- Physical Development including the use of the swimming pool by Reception children
- Creative Development

These areas of learning provide a framework for the Early Years curriculum Early Years Foundation Stage (EYFS). The E-Profile Early Learning Goals establishes expectations for most children to reach by the end of the Foundation Stage. However, some children will may exceed these goals and will be achieving National Curriculum levels whilst others will be working towards Early Learning Goals. Development matters statements are used as guidance to identify progress made towards the Early Learning Goals.

The curriculum is planned into topics using the EYFS Early Learning Goals. This ensures that the children cover all areas of the EYFS Foundation Stage curriculum in their time in the Nursery and Reception classes which is then adapted to the abilities and interests of the children.

Activities are differentiated to enable all children to access the curriculum and for each child to consolidate and extend their knowledge and understanding.

The Early Years Environment

The Foundation Stage spaces, both inside and out are divided into various areas to enhance active learning. These include areas for:

- books, taped stories and puzzles
- computer
- construction
- creative activities
- sand play
- water play
- mark making
- mathematics
- music
- role play
- small world play
- sensory play
- malleable play
- investigative play
- fine and gross motor skill play

In our outside area opportunities are provided to engage in all areas of learning often on a larger scale.

A wide range of resources and equipment is clearly labelled and is shared by all children in the Foundation Stage and in Year 1.

Transition

We operate a thorough transition programme for pupils that are new to the school. Each child receives a home visit and current settings are contacted or visited to ensure smooth transition and thorough information sharing. **To support transition information and assessment data is collected from parents, PVI settings and any other relevant parties, this information is reviewed by the class teacher.**

The children in the Foundation Stage take part in some shared activities which help them to make a smooth transition from the Nursery to Reception and from Reception to Year 1.

Organisation

Children join our Nursery in the September of the year that they turn 4. Transfer to Reception occurs in the September of the year that the children turn 5.

Transfer to the Reception Class is not automatic. Parents are required to make a separate application to H.C.C.

In the Nursery, all children attend from 9 – 12, five mornings per week. For those families eligible for the 30 hours provision children attend from 9 – 3.15. Families are also provided with the opportunity for their children to attend the afternoon Nursery session at an additional cost.

Reception class children attend from 8.55 a.m. and finish at 3.15 p.m.

Partnership with Parents

Before the children begin the Nursery, parents and children are invited to spend an hour in the Nursery during an afternoon session. The children get a chance to familiarise themselves with the surroundings and get to know the staff who work in the Nursery. Parents are invited to an informal induction meeting with the Head and Nursery teacher to discuss the objectives in the Nursery, the routines and activities, uniform and general information at this meeting parents are also provided with a welcome pack.

Parents are also invited to an induction meeting with the Head and Reception teacher prior to their start in the Reception class. Parents are again given a welcome pack and are informed about life in the Reception class. On the whole school 'swap day' reception children who are new to the school are invited to come in and spend an hour in their new classroom with their new teacher and classmates who are coming up from our Nursery.

Parents are encouraged to help in the Foundation Stage, both in the Nursery and Reception classes and their interaction is highly valued. Parents help in various ways, including changing library books, hearing reading, drying children after swimming, etc.

Parent's are kept up to date and informed about curriculum and ways in which they can support their children's learning through weekly newsletters from both Nursery and Reception.

During the Autumn term for Reception and throughout the year for Nursery a 'Star Assembly' is held **with parents** once a month to give the children an opportunity to **of** share some their learning that month.

Each term a Stay and Play session is held in both Nursery and Reception, parents are invited to come and spend an hour in their child's class and join in with the activities that are on offer.

During the Autumn and Spring Terms Learning Journey review sessions are held, parents spend some time in school looking at their child's learning journey with them and discussing what they have done. Parent's are encouraged to write responses to their children's learning and to scribe their children's responses.

Equal Opportunities

The children are given equal opportunities to learn and have equal access to the curriculum, irrespective of age, race, gender or attainment. Children are encouraged to develop self respect and respect for one another.

Inclusion

In line with the inclusive ethos of our school we ensure that all children have access to the curriculum regardless of gender, ethnicity, socio-economic background or disability.

Special Needs

All children receive provision and support that is appropriate to their individual needs with reference to the revised SEND (Special Educational Needs and Disabilities) Code of Practice.

Children with special educational needs are provided with a broad, balanced and relevant education to meet their particular needs.

Children with special educational needs are given a differentiated curriculum so as to ensure that they achieve their full potential.

SEND children and staff may well work alongside outside agencies if necessary to provide better targeted support.

Assessment and Record Keeping

Within the first two weeks of attending school the children are given a baseline assessment using the EYFS statements as laid out in the 'Development Matters' document. This assessment is reviewed after 6 weeks to ensure that all children have the opportunity to completely settle and feel comfortable before final baseline assessments are made. These assessments are made mainly through teacher judgments and observations.

The Foundation Stage profile is based on ongoing observations and assessments over all six areas of learning in the Foundation Stage curriculum. Each child's typical development and achievements will be recorded on assessment scales derived from Development Matters and Early Learning Goals. These assessments will be reviewed and monitored at the end of each term.

Targets Next steps are set and reviewed termly. Ongoing assessments and evaluations take place and these are used to modify future planning, so that a differentiated curriculum meets the requirements of individual pupils. All staff will take part in focused observations that track children's progress regularly. These assessments will directly impact on future planning to ensure that class provision matches children's abilities. The early years team will have frequent discussions to ensure this information is kept up to date.

Management

The Nursery and Reception Classes form the Foundation Stage. The Nursery and Reception team Class teachers work in a close partnership, which ensures continuity and progression within the Foundation Stage and continued progression into Key Stage One.

The role of the co-ordinator includes:

- Assessing resource needs for the subject.
- Monitoring of the plans for the Foundation Stage.
- Reviewing the Foundation Stage Policy every four years.
- Offering support to members of staff and co-ordinating staff training where required.
- Attending relevant training courses.
- Leading relevant staff meetings.
- Monitoring the school budget for the Foundation Stage.
- Ensuring safety in the Foundation Stage including risk assessments of the subject.

Clare Stevens – EYFS Lead

Review

This policy will be reviewed at four yearly intervals.

Date approved by governors: 6 March 2019

Date for next review: March 2023