

## Sonning Church of England Primary School Early Years Foundation Stage Policy



**Aim of Policy:** This Policy aims to clarify procedures for teaching and learning in the Early Years foundation Stage classes.

**Description:** This Policy should be read in conjunction with the school's 'Teaching and Learning Policy' and is a statement of Sonning School's intention for the Teaching and Learning of the Early Years Curriculum following the requirements for the Early Years Foundation Stage, Early Learning Goals and Early Years Foundation Stage Profile.

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<b>Approval by:</b>	A&S and FGB	<b>Team Reviewing:</b>	A&S
<b>Based on Model Policy?</b>	Yes / No School / The Keys Trust <i>(delete as appropriate)</i>	<b>Date uploaded to website:</b>	

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## 1.0 Introduction

This policy should be read in conjunction with the school’s Teaching and Learning policy, which deals with matters common to the high quality approaches of teaching within the school. It was compiled by the Headteacher and staff and approved by the Governing body. This policy will be reviewed in line with the Governors’ review cycle (every 3 years) or earlier if needed. The date of the last review is indicated on the front cover of this policy statement.

This document is a statement of Sonning School’s intention for the Teaching and Learning of the Early Years Curriculum following the requirements for the Early Years Foundation Stage, Early Learning Goals and Early Years Foundation Stage Profile.

## 2.0 Aims

This policy will enhance good practice in the Early Years Foundation Stage and ensure continuity during transition from the Foundation Stage to Key Stage One. It aims:

- to provide a safe, secure, and supportive environment
- to work with parents, guardians, carers, and other agencies where appropriate
- to provide a broad and balanced curriculum for all children through well planned activities and unplanned learning opportunities arising from play, investigation, and exploration.
- to assess and record children’s developments and achievements
- to develop social skills such as independence, self-confidence, and co operation
- to establish a stimulating and engaging learning environment

## 3.0 Pupil Experiences

The Early Years Curriculum is based on the seven areas of learning and development outlined in the Early Years Foundation Stage:

- **Three prime areas**
  - ❖ Personal, Social and Emotional Development
  - ❖ Physical Development
  - ❖ Communication and Language
- **Four specific Areas**
  - ❖ Literacy
  - ❖ Maths
  - ❖ Knowledge and Understanding of the World
  - ❖ Expressive arts and Design
- **Children will learn through a variety of teaching strategies including;**
  - ❖ An environment which will be carefully structured in order for children to explore and engage in a wide variety of activities relevant to the EYFS curriculum
  - ❖ Working individually, as part of the whole class, in pairs or groups, with and without adult support.
  - ❖ Extending learning and development through a variety of play activities
  - ❖ Appropriate adult support to provide challenging and stimulating learning opportunities
  - ❖ Receive discrete synthetic phonics (letter sounds) teaching in small groups



- ❖ Opportunities to develop social skills such as communication, negotiation, cooperation and support the formation of positive relationships
- ❖ Presenting ideas and suggestion both orally and in written form
- ❖ Using Information Communication Technology to support learning
- ❖ Establishing routines and appropriate structure to enable pupils to feel secure and confident in their learning environment.

## 4.0 Teaching Plans

The Reception class is the child's final year of the Early Years Foundation Stage (EYF). Teaching plans cover the seven areas of Learning and Development, ensuring a stimulating, creative and engaging environment is provided for all children.

As the children progress through the Early Learning Goals planning, although still focusing on the Early Learning Goals, is adapted to work towards the initial stages of the National curriculum. Planning supports making these links and develops connections in the children's learning.

## 5.0 Inclusion

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this in a sensitive and inclusive way, taking account of each child's background, culture and range of life experiences when planning their learning activities.

In the Foundation Stage we have high expectations and challenge our children to learn effectively within a supportive and appropriate environment. We ensure that we meet the needs of our children, so that they can achieve the Early Learning Goals by the end of the Foundation Stage. We also encourage progress beyond this point if suitable in meeting the needs of the child. We achieve this by planning to meet the needs of the diverse groups of children in our school.

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

- Ensuring the children are accurately baselined upon entry to school- in order to identify learning needs
- 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
- 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
- By working closely in partnership with parents to ensure high quality and appropriate support is in place to facilitate learning.
- Observing the children on a regular basis to ensure they have the key Personal, Social and Emotional skills to communicate. If required support systems are put in place to support children with Communication and Language skills.



## 6.0 Resources

Sufficient resources will be provided to ensure the highly effective delivery of the Early Years Foundation Stage within the constraints of the budget. The children should be able to independently access the majority of the resources in the classroom. The classroom is a diverse environment, free from stereotyping or discrimination.

## 7.0 Assessment and Record Keeping

Ongoing assessment information is gathered by the class teacher and teaching assistants from observations of children's child-initiated activities, talking to the children, completed activities (e.g. written work, drawings), photographs, discussions with parents. An Early Years Foundation Stage Profile will be completed for each child throughout the year and shared with parents through 'Tapestry' assessment software then provided in full at the end of their F2 year.

## 8.0 Health and Safety / Welfare Requirements

Adequate and appropriate supervision is given at all times in school. Due regard will be given to both health and safety and the welfare requirements of early years pupils. This is the responsibility of the class teacher. Separate guidelines and procedures exist for personal care. During the first half of the Autumn term children in EYFS will not share the playground during break time and lunchtime with their peers, but rather spend time in their area. They will then be slowly integrated within the playground.

## 9.0 The Role of Parents

We believe that all parents have an important role to play in the Early Years education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- inviting all parents to an induction meeting during the summer before their child starts school
- inviting parents to open afternoons, giving them the opportunity to explore the classrooms and outdoor learning environment and getting to know other parents
- offering children 2 afternoon visits in the term before they start, ensuring that they have the opportunity to spend time with their teacher before starting school
- visiting children in Nurseries / or at home in July and speaking to Parents/Key workers to get to enable Nurseries/Parents to pass on key information.
- offering parents regular opportunities to talk about their child's progress in our reception class
- encouraging parents to talk to the child's teacher if there are any concerns
- allowing parents to review their child's Learning Journey during the school year
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances



- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents
- Providing evidence of learning linked to learning goals in Tapestry
- offering a range of activities that support the involvement of parents. We invite parents to curriculum evenings at the beginning of the academic year to discuss the kind of learning activities that the children undertake.
- Parent volunteers may offer to help in the classroom. This is at the discretion of the class teacher

## 10.0 Home Learning

Children in the Foundation Stage will have reading and phonics activities to complete with their parents and carers alongside half termly home-learning which gives the children opportunities to engage in activities which cover all the areas of the EYFS.

## 11.0 Curriculum Co-ordinator

The class teacher for Early Years will keep up to date with current developments, oversee resources requirements and storage, offer advice and support to other members of the school community, attend network cluster meetings, liaise with other schools in the Keys Academy Trust, Local authority, nurseries providers and practitioners and outside agencies as appropriate.

## 12.0 Monitoring

The Headteacher will be responsible for the overall monitoring of this policy.

