

# Park Hill Primary School

## Early Years Foundation Stage Policy

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## **At Park Hill we aim to bring out the best in everyone.**

The early year's education we offer our children is based on the following principles:

- To promote an inclusive environment where diversity is valued.
- To provide an emotionally secure and welcoming environment for children and their families.
- To promote rich and stimulating experiences within the seven areas of learning both indoors and outdoors.
- To involve children in reflecting on their learning by means of supported self assessment.
- To keep abreast of contemporary developments locally, nationally and internationally.
- To acknowledge and involve parents/carers in their child's development.
- To promote self esteem and a positive attitude to learning.

### **Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Park Hill children join us in Nursery at the beginning of the school year in which they are four or in Reception at the beginning of the school year in which they are five. Our aim is to bring out the best in everyone by providing a secure and stimulating environment in which children flourish and learn to make sense of the real world. The children are made to feel valued and encouraged to become active learners. Our activities provide first hand experiences, through play and discussion, children are encouraged to interact with others, to move about and explore a variety of learning situations. They practise and build up their ideas, learn how to control themselves, and begin to understand the needs for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears or re-live experiences in controlled and safe situations. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

The EYFS is based upon four principles:

**A Unique Child** – Every child is a competent learner from birth who can be resilient, capable, confident and self assured.

**Positive Relationships** – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key worker.

**Enabling Environments** – The environment plays a key role in supporting and extending children's development and learning.

**Learning and Development** – Children's develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

## **EYFS Framework**

The seven areas of learning and experience, age and stages, and the Early Learning Goals provide a National Framework for individual schools and other pre-five settings in planning, teaching and assessing the early year's framework. They also provide an essential link between EYFS and year 1. The seven areas of learning covered by the framework are:

### **PRIME AREA: Personal, Social and Emotional Development (PSED)**

This area has three sub sections, Making relationships, Self confidence and Self-awareness and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

### **PRIME AREA: Communication and Language (CL)**

This is broken down into three sub sections, Listening and Attention, Understanding and Speaking. The outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years policy places a strong emphasis on children's developing competence in speaking and listening and Understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

### **PRIME AREA: Physical Development (PD)**

This covers both fine and gross motor development and keeping healthy. Physical Development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

### **SPECIFIC AREA: Literacy**

This area of learning has two sub sections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the foundation stage at Park Hill Primary School.

### **SPECIFIC AREA: Maths**

This is broken down into two sub sections. These are Numbers and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

### **SPECIFIC AREA: Understanding the World**

This covers the subject geography, science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

### **SPECIFIC AREA: Expressive Arts and Design**

This covers art, music and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

The seven areas provide the framework for a broad and balanced early year's curriculum.

None of these areas can be delivered in isolation from the others. They are equally important and are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging experiences that meet the needs of our children.

## **Characteristics of Effective Learning**

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the children's characteristics will provide year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

### **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
- Keep trying
- Enjoying achieving what they set out to do

### **Creating and thinking critically**

- Having their own ideas
- Making links
- Choosing ways of doing things

## **Organisation of classes**

In nursery we offer 60-part time places where children can attend for 15 hours per week. Children can attend each morning 8.30am – 11.30am or each afternoon 12.30pm – 3.30pm. Reception is divided into three classes. Each class has a maximum of thirty children. The school day begins at 8.50am and ends at 3.15pm. All children must be accompanied to and from school by a known adult.

## **Parents as Partners**

We value the involvement of parents in school. Parental involvement with school begins even before children start the foundation stage with a visit to the school. Parents are offered a home visit and are invited to meet their child's teacher and visit their classroom. Both Nursery and Reception parents are invited to an open day in the summer term to provide them with essential information for the next academic year.

Parent consultations are held throughout the year at which parents are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents are invited into school to discuss the report if they wish. Parents are kept informed of all happenings in school by half termly overviews, weekly newsletters and notices on EYFS boards. Parents are invited into school regularly to attend workshops, assemblies and other functions throughout the year.

## **Planning, Observation and Assessment**

The planning within the EYFS is based on the Development Matters statements from The Early Years Foundation Stage Curriculum. Planning is flexible so that teachers can respond to the needs, achievements and interests of the children. The progress and achievement of the children is assessed through informal and formal observations and contribute to the child's individual 'learning journey' profile folder. At the end of the reception year in school, the child's level of development is recorded against the 17 Early Learning Goals and recorded on to the Early Years Stage Profile. We also share this information at parental consultations meetings which take place each term. The information gathered through the year is passed on to the child's next teacher at the time of transition.

## **Welfare and Safeguarding**

We are legally required to comply with the requirements as set out in the 'Statutory Framework for the Early Years Foundation Stage.' (DfE 2012) The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. There is a designated member of staff for safeguarding available at all times that the school is open. The safety of the child is always of paramount importance. Please refer to our Safeguarding policy for further additional information.

## **Allergies**

Parents/Carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their children to eat. All adults involved are informed as necessary.

## **Health and Safety**

At Park Hill we have designated people responsible for first aid in school. There are members of staff based in nursery and reception who also have paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around school and are aware of safety issues. Risk assessments are undertaken before we embark on school outings. A full Health and Safety Policy is available in school.

## **Special Educational Needs**

Care is taken to assess the needs of each child in school. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences and abilities when planning for their learning. We have a full SEN and Gifted and Talented policy available in school.

## **Inclusion**

We value the diversity of individuals within the school. All children at Park Hill Primary are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking into account of our children's range of life experiences when planning for their learning. We achieve this by planning to meet the needs of boys and girls, children with special needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of our children through;

- Planning opportunities that build upon and extend children's knowledge, experience and interest, and develop their self esteem and confidence.
- Using a 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 learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- 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.

### **Monitoring and Review**

It is the responsibility of EYFS practitioners to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. The governor will discuss EYFS practice with the Head Teacher and the lead practitioners regularly and feedback to the whole governing body. The Head Teacher and the EYFS leader and Senior Management team will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The effectiveness of this policy will be monitored and evaluated by the Head Teacher and the EYFS leader, and will be reviewed on an annual basis.

At Park Hill School we aim to make a positive contribution to children's early development, enabling them to build on this foundation throughout their lives and, which we hope will lead to a love of learning.

Head Teacher:

Date:

Signature:

EYFS Leader:

Date:

Signature: