**Old Hall Primary School**

**Early Years Foundation Stage Policy**

**School Mission Statement**

**At Old Hall staff and Governors, in partnership with parents, are committed to providing a high-quality education which encourages each child to develop to his/her fullest potential within a happy caring and challenging environment.**

* **Introduction**
* **Aims of the Early Years Foundation Stage**
* **Teaching and Learning**
* **Active learning through play**
* **Admissions / Settling in**
* **Transition to Key Stage 1**
* **Children’s Welfare**

**The Early Years Foundation Stage Policy**

**Introduction**

**The Early Years Education is the foundation upon which young children build the rest of their schooling. How the children learn and what they learn is of vital importance. The curriculum we offer the children, therefore, needs to be carefully structured, purposeful and meet the varied needs of the children.**

**This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Old Hall Primary School.**

**The implementation of this policy is the responsibility of all the practitioners working in the EYFS setting, including both teaching and non-teaching adults.**

**In this policy the term ‘setting’ refers to the Early Years educational provision at Old Hall Primary School. This is available to children who enter school from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception year or YR.**

**The Early Years Foundation Stage Policy**

**Aims of the Early Years Foundation Stage**

**In the EYFS setting at Old Hall we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.**

**The four guiding principles that should shape practice in early year’s settings are:**

* **Every child is a unique child, who is constantly learning and can be resilient, capable, and confident and self-assured.**
* **Children learn to be strong and independent through positive relationships.**
* **Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioner’s, parents, carers and other Early Years settings linked to the school.**
* **Children learn and develop in different ways and at different rates.**

**We aim to support each child’s welfare, learning and development needs by embracing the above principles and using these in our stimulating and effective teaching and learning environment on a day to day basis.**

**The Early Years Foundation Stage curriculum should be a broad and balanced curriculum with relevant and appropriate content that matches the different levels of the young child’s needs. It should take into account the children’s different starting points and rates of development. The curriculum should be structured to provide rich and stimulating experiences that are challenging and enjoyable. The curriculum should be flexible and be influenced by and cater for individual needs, interests, enthusiasms and learning styles. The curriculum should provide opportunities for teaching and learning, both outdoors and indoors. It should develop the children’s understanding and development of caring, respecting and appreciating others, including those with beliefs, cultures and opinions different to their own.**

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**Purposes of the Early Years Foundation Stage**

**To cater for different learning styles – including kinaesthetic, visual and auditory skills, and providing resources and equipment which support this development.**

**To cater for the different interests of the children and use their knowledge and experiences as the starting point for teaching and learning.**

**To enable the children to engage in a broad curriculum that includes opportunities both inside and outside.**

**To encourage the children to be independent learners by encouraging them to be actively involved, curious and motivated to learn.**

**To provide a solid and secure base for the Key Stage 1 Curriculum**

**To allow for times of sustained concentration and independent learning.**

**To make learning fun and enjoyable.**

**To involve parents in the child’s education and keep them fully informed of their progress.**

**To be inclusive of all pupils.**

**We aim to achieve our purposes through:**

* **Following the guidelines as set out in the Development Matters for the Early Years Foundation Stage.**
* **Providing suitable materials and equipment to aid activities and stimulate independent learning.**
* **Planning for the Continuous Provision in the classroom – constantly updating our practice, knowledge, ideas and resources.**
* **Medium – term planning which involves all practitioners.**
* **Planning for all areas of the Early Years Foundation Stage Curriculum on a weekly basis, again involving all practitioners. This planning will include learning objectives, possible activities and assessment opportunities.**
* **Offering a range of practical, investigative and recorded activities.**
* **Providing opportunities for children to work as a whole class, in groups, paired and individual activities.**
* **Adapting our teaching styles to meet the needs of individual children’s learning styles.**
* **Setting aside time for individual and group observations.**
* **Meeting to discuss planning and assessment – formally each half – term and informally each week.**
* **Using the observations to evaluate our provision, inform planning and to aid the completion of the Pupil Profile’s.**
* **Highlighting individuals who need extra support and providing support for their needs.**
* **Working with Year 1 staff in order to make transition smooth and that the quality and pace of learning is maintained.**
* **Laying the foundations for all learning sessions in Year 1.**

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**The Early Years Foundation Stage Curriculum**

**Teaching and learning**

**The EYFS is made up of seven areas of learning. Each area includes several aspects of learning.**

**Prime areas:**

* **Communication and language**
* **Physical development**
* **Personal, social and emotional Development**

**Communication and language**

* **Listening and attention**
* **Understanding**
* **Speaking**

**Physical Development**

* **Moving and handling**
* **Health and self-care**

**Personal, social and emotional development**

* **Self-confidence and self-awareness**
* **Managing feelings and behaviour**
* **Making relationships**

**Specific areas:**

* **Literacy**
* **Mathematics**
* **Understanding the world**
* **Expressive arts and design**

**Literacy**

* **Reading**
* **Writing**

**Mathematics**

* **Numbers**
* **Shape, space and measures**

**Understanding the world**

* **People and communities**
* **The world**
* **Technology**

**Expressive arts and design**

* **Exploring and using media and materials**
* **Being imaginative**

**None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG’s) that define the expectations for most children to reach by the end of the EYFS. These are achieved through focusing on and planning with characteristics of effective teaching and learning which are:**

**• Playing and exploring**

**• Active learning**

**• Creating and thinking critically**

**This is achieved through:**

* **Following the guidelines as set out in the Development Matters for the Early Years Foundation Stage.**
* **Having a sound knowledge of the Development Matters and the Early Learning Goals.**
* **Knowing our children’s personalities and development needs well.**
* **Having parents as partners and keeping them up to date on their children’s learning and next steps.**
* **Having a sound knowledge of the Early Years Foundation Stage Profile and completing this for each child during the year, ensuring that information is kept up to date.**
* **Having a good up to date knowledge of child development.**
* **Setting challenges for the children and having high expectations of them in both their learning and behaviour.**
* **Making effective use of time and resources.**
* **Being flexible in our daily routines and following the children’s lead and interests.**
* **Planning thoroughly and keeping planning files and records up to date.**
* **Using our evaluations, child observations and on-going assessments to guide planning and teaching of each individuals next steps. Observations should be a part of everyday teaching and learning.**
* **Ensuring that the children have time and opportunities to learn at their own pace and in their own way.**
* **Being flexible about timetabling so that there is a minimum of interruptions to the children’s activities.**

**Early Years Foundation Stage Policy**

**Active learning through play.**

**At Old Hall Primary School we feel this is vital to the child’s holistic learning. We recognise that children learn best through being active. We understand that active learning involves other people, objects, ideas and events that engage and stimulate the children’s interests and ideas. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.**

**Play is an essential and rich part of their learning process, supporting them in all areas of development. It is a powerful motivator encouraging children to be creative and develop ideas, understanding and language development. Play is also flexible and able to suit the preferred learning style of each individual. It can provide multiple ways for children to learn a variety of different skills and concepts.**

**At Old Hall, practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical first hand experiences which will support them to discover, explore, investigate and develop their personal interests and areas of curiosity and help to make sense of the world around them as they begin to understand specific concepts. These activities are planned in detail each week to follow the skills and development of the children and meet their individual needs.**

**In providing these active learning opportunities through play, we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within our setting.**

**Our outdoor environment has been enhanced greatly over the last couple of years and has been on our action plan to develop and create a safe, stimulating environment where children want to explore and become involved in more vigorous learning. Outdoor play provides opportunities for the children to explore the natural world and they benefit from working outdoors on a larger and more active scale than is possible indoors. It aids child development in many ways:**

* **It increases and develops independence in learning.**
* **It aids physical development.**
* **It allows more freedom.**
* **It allows for more vigorous play on a larger scale.**
* **It encourages the children to try new activities.**
* **It fosters an appreciation of the natural world.**
* **To access all the Early Learning Goals in the outdoor environment.**
* **It develops children’s natural curiosity and questioning skills.**
* **It allows them to assess their own risks and make decisions about safety whilst playing.**

**Early Years Foundation Stage Policy**

**Admissions and Settling in**

**Children are admitted to Old Hall Primary School at the beginning of the academic year in which they reach the age of five. The children have usually had nursery or playgroup experience but in a wide range of different settings.**

**We aim to have a smooth transition to school, building upon the children’s previous experiences. This is achieved through close contacts with Nursery settings that are linked to our school and opportunities for children to visit with and without parents before they start school. This gives the children opportunities to form relationships and friendships with adults and other children and become aware of their new surrounding before they start. It also allows practitioners to form effective partnerships with parents and offer a loving, caring, secure environment for each child.**

**We take into account the different experiences and circumstances of each child and understand that they are all individuals and should be valued as such.**

**We aim to make the beginning of their school learning journey a positive, fun and enjoyable experience, where they can foster the love of learning.**

**We want the children to feel comfortable and secure about coming to school. To help them become more independent and learn how to live within a larger social group. We also value parents as the child’s primary educators and enable them to be fully involved in their child’s education as they go through Old Hall Primary School.**

**We achieve this by:**

* **Having open sessions where parents and children can come and visit in the autumn term prior to admission.**
* **Parents have a tour of the school and get to meet key members of staff that will be involved with their child.**
* **The application for a place and the admission process is explained thoroughly by either the school business manager or the Head teacher.**
* **We hold an open evening for new parents in the Summer Term prior to the children starting where:**
* **The parents are advised on ways they can prepare their child for school.**
* **They watch a presentation about life within the Early Years classroom at Old Hall.**
* **Parents’ questions are answered.**
* **The Chair of the PTA informs the parents of ways in which they can become involved with the social side of school and other representatives are there to meet new parents.**
* **The after school club leader from Tower view is also present to answer any questions from new parents.**
* **At Old Hall, we work closely with Tower view & Little Holcombe Nursery’s. Strong well established links have been formed. During the summer term we work closely with the practitioners in these settings getting to know about children’s interests and development needs. We also plan and execute a topic programme where the children come and work in the school environment.**
* **We also visit other Nursery settings and provide them with social story links where children can see photos of their new teachers and environment.**
* **During the summer term we hold open sessions again where parents and children can come and spend time in the setting.**
* **When children have started at Old Hall Primary School, parents receive a EYFS Newsletter every week which informs them of topics being undertaken, days for PE, special events or moments that have happened or are going to happen in the classroom or school.**
* **During the second half of the Autumn term we start our weekly stay and play sessions where parents can come to school and stay with their child for the first half hour.**
* **We also assign children with a Key person, this is done within the first half term as the children are settling in and making relationships and we observe which practitioner they tend to go to for help and/or comfort.**

**“Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs. To help the child become familiar with the setting, offer a settled relationship for the child and build relationships with their parents.”**

**(Statutory Framework for the Early Years Foundation Stage p.18**

* **We initially admit the children on a part time basis. This allows children to:**
* **Become familiar with school environment, routines and key adults.**
* **It initially provides the children with extra support at dinnertimes**
* **It enables the children who have not been in full time Nursery education a gradual introduction to full time school life.**
* **It allows practitioners to:**
* **Make observations and assessments of children’s needs and development. Taking them on to the next step of their journey from Nursery.**
* **Organising the classroom environment in a way that will foster security and provide materials and activities that meet the children’s needs and interests.**
* **Build good relationships with parents and allow more time for us to spend time answering questions or dispelling worries.**

**When children have started at Old Hall Primary School we have**

* **A phonics evening. Where we take the parents on a journey through the Read Write inc phonics program, in a fun interactive way.**
* **We also hold information sessions which inform parents about the EYFS curriculum.**
* **A parents evening during the first term**
* **A second parents evening during the Spring term**
* **A written report is sent home at the end of the summer term which includes reporting to parents about the EYFS profile**

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**Transition to Year 1**

**At Old Hall Primary School we are committed to the Foundation Stage curriculum. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. The transition from Reception to Year one is managed in a planned way, taking into account the needs of the young learner. We believe that the best practice is to view learning as a continuum and we must ensure that the transition is smooth and appropriate to our children’s needs, taking into account the EYFS and National curriculum.**

**Purpose**

* **To ensure that children experience a smooth transition for the Early Years Foundation Stage to Key Stage One.**
* **To ensure that the quality and pace of learning are maintained and that children continue to make good progress and high expectations are continued.**
* **To ensure that children follow the appropriate curriculum as their needs define.**
* **To inform parents and children about the transition process.**

**Equal opportunities and inclusion**

**The children and parents are actively involved in the transition process and their views are valued. The progress of all children at transition is monitored to quickly identify children who may be underachieving. The learning environment and efficient monitoring of levels enables any barriers to leaning to be removed.**

**Principles that underpin this policy**

* **Good communication between EYFS and Year one teachers.**
* **Use of the EYFS assessment information to develop all planning. Key stage one plans will need to be adapted to make them appropriate for the learning environment of young children.**
* **Where necessary, children will continue to be assessed using the profile until they meet the expected levels of attainment in both the prime and specific areas. Children who are ready will be assessed using the national curriculum levels.**
* **Approaches to learning and teaching should be harmonised to ensure effective transition.**
* **Styles of learning and teaching should meet the needs of the children.**
* **Ensure teaching reflects a variety of preferred learning styles.**
* **The importance of play is emphasised and the way children learn (playing & exploring, active learning, creating and thinking critically) as recorded at the end of the Foundation Stage is built upon and developed.**
* **Transition motivates and challenges the children.**
* **Year one classroom reflects a similarity to reception class room with different areas of learning, highlighted to meet specific needs. With a gradual implementation of a more formal key stage one curriculum.**
* **Independent leaning and the ability to make their own choices will continue to be promoted.**
* **The Year 1 curriculum will continue to build on and extend the experiences of the FS through the EYFS, the National Curriculum and the primary strategies which help develop the ‘whole’ child.**

**Management of transition**

**Both sets of staff meet to discuss children’s progress and awareness of IEP’s and Gifted and Talented children is highlighted in this process. Year 1 teacher and teaching assistant to visit and observe the reception teaching environment at different times in the summer term to increase their own understanding the FS curriculum and the routines and structure. The Year 1 practitioners are given all assessment information and a copy of the transition report and profile for each child. In preparation for Year one, Reception children need to attend whole school assemblies in the spring term and join in infant playtimes in the second half of the summer term.**

**Implementation**

**Transition to Year 1 builds upon and extends the experiences children have had in the EYFS. During the Summer Term the Year 1 teacher and teaching assistant make regular visits to the Reception classroom and meet the children in their own environment and relationships start to be formed. Children then visit the Year 1 class room and take part in an activity morning or afternoon with their new teacher. Throughout the first half of the Autumn Term the Year 1 teacher continues to use the EYFS document alongside the National Curriculum and ensure that they adopt similar routines, expectations and activities as in the Early Years setting. Importantly there continues to be opportunities for active children initiated independent learning through planned play. The amount of time that children, in Year 1 spend sitting still and listening is gradually increased, so that the children remain motivated, enthused and eager learners.**

**Monitoring and evaluation**

**The children will be asked about their perceptions of transition.**

**Discussions with parents and teachers involved.**

**Assessment data will be analysed to identify dips in achievement at transitions.**

**Target groups of children will be made on entry to Year 1 and progress monitored carefully by senior management.**

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**Children’s Welfare**

**The Early Years Foundation Stage is a statutory entitlement of all children.**

**At Old Hall Primary School the safety and well-being of the children is our priority.**

**“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.”**

**(Statutory Framework for the Early Years Foundation Stage p.13)**

**General Welfare Requirements are:**

**Child Protection**

* **Providers must have and implement a Child Protection Policy and all staff should be aware of who has the responsibility of being the designated person to report any issues to.**
* **Providers must ensure that all staff have up to date safeguarding training**
* **Providers must be alert to any issues for concerns in the child’s life at home or elsewhere.**

**Suitable people**

* **Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so. CRB check is essential**
* **Adults looking after children must have appropriate qualifications, training, skills and knowledge.**
* **Staffing arrangements must be organised to ensure safety and to meet the needs of the children**

**Safety and suitability of premises, environment and equipment**

* **Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for children.**

**Organisation**

* **Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.**

**Health**

* **The provider must promote the good health of the children attending the setting.**

**Equal Opportunities**

* **Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.**

**Managing Behaviour**

* **Providers must have and implement a behavioural management policy.**
* **Providers must not give corporal punishment to a child.**

**Information and Records**

* **Providers must maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children.**
* **Providers must obtain and share information with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate.**

**Written by: Mrs Tracy Hesketh Revised: September 2019**