

Malmesbury Park Primary School
Early Years Foundation Stage Policy
(Adopted: February 2015 – Review February 2016)

Applies to: All Staff	Pages: 4	Ref: 001
Written by: Valerie Osborne	Issue Number: 1	Date: February 2015
Approved by: Curriculum and Standards Committee		

School aims and values which guide this policy:

- We work together to make learning purposeful and rewarding
- Learners will develop independence to achieve their full potential
- We are a caring community that promotes respect for self, others and our environment
- We create a supportive learning environment that develops confidence

Terms:

EYFS - Early Years Foundation Stage

Rationale:

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Malmesbury Park Primary School, a number of children join us in the Nursery on either a full or part time basis. Children join the Reception in the September following their fourth birthday. When each child starts either Nursery or Reception, they are given a 'Starting School' booklet which gives the family key information about our aims and expectations.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and creative. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Malmesbury Park Primary School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language

- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;

EYFS Curriculum

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice.

The three characteristics of effective teaching and learning are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go';
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and Thinking Critically** - children have and develop their own thinking skills.

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Thinking Critically

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Assessment and EYFS Profile

Children are assessed against 17 areas of learning throughout the Reception year.

From 2013, children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the **expected** level in:

the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
the early learning goals in the specific areas of mathematics and literacy.

Assessments are mainly carried out through observations. These observations are mainly made by the teacher and the teaching assistant. They are recorded in the children's learning journals and this tracks the progress of the child throughout their Reception year.

At the end of your child's Reception year, they will have a profile completed on them that reflect all of the areas of learning. They will be given a 1,2 or 3 in 17 strands of the curriculum.

- 1 - Emerging (below age related expectations)
- 2 - Expected (expected age related expectations)
- 3 - Exceeding (above age related expectations)

The profile will be reported to parents as well as talked through with the Year 1 teacher in order to ensure a smooth transition into Key Stage 1.

Observations

All of the adults that work with the children in the Foundation Stage observe and assess the children on a daily basis. There are several types of observation that adults will undertake:

Incidental /anecdotal - When the adult notices something significant a child is involved in.

Participant - When the adults are involved in play with children and in adult led activities.

Focused/narrative (short/long learning stories) - When the adult stands back to observe children in independent, child initiated, play based activities.

These observations are then put into their learning journals and used to support the assessment.

Learning Journals

Each child will have a learning journal from the beginning of their Nursery and Reception year. The learning journal builds a picture of the child's first year in school and is a personal account of each child's learning by means of observations from adults who have worked with them; learning stories provided by the class teacher, photos and examples of the child's work. The learning journal helps to assess each child's progress and achievements in their first year at school. The online journal is fully

accessible to parents by means of an app or through a secure website. Each parent will have a password to access their child's learning journal and can contribute to the school learning journal by adding notes about learning at home or commenting on school based learning.

Home Visits

At Malmesbury Park Primary School we value home/school partnership. Home visiting is therefore a very important aspect of this partnership. It gives parents the opportunity to talk to school staff about their child and ask questions about their child starting school.

There is a separate Home Visit Guidance policy for staff to adhere to.

Monitoring and Review

The Headteacher, Senior Leadership Team, Subject Leaders and Foundation Stage Leader for Achievement carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring process.

Review of Policy

This policy will be reviewed every two years.