



EARLY YEARS FOUNDATION STAGE POLICY



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1. Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

2. The Curriculum

Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391

[/DFE-00337-2014.pdf](#). This clearly defines what we teach. The following policy details the specifics of our school.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting

children's curiosity and enthusiasm for learning, for building their capacity to learn and form

relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are:

- **Communication and Language** - Listening and Attention, Understanding and Speaking
- **Physical Development** - Moving and Handling and Self care
- **Personal, Social and Emotional Development** - Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness.

The specific areas of learning develop essential skills and knowledge for children to participate

successfully in society. The specific areas are;

- **Literacy** - Reading and Writing
- **Mathematics** - Numbers and Space, Shape and Measures
- **Understanding the World** - People and communities, The world and Technology
- **Expressive Arts and Design** - Exploring and using media and materials and Being Imaginative.

3. Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Reception teacher plans activities within the classroom and outdoor area with these in mind.

They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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
- **Creating and Thinking Critically** - children have and develop

4. Teaching strategies

We ensure there is a balance of adult led and child initiated activities across the day. Although

much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing.

By Spring term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

5. Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them.

They are able to practise skills, build upon and revisit prior learning and experience at their own

level and pace. Play gives our children the opportunity to pursue their own interests and inspire

those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

6. Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc...

7. Classroom organisation

Our Reception classroom has defined areas with clearly labelled resources to ensure children can access them easily. The classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. The classroom has a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. The outdoor area is an important part of the classroom. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths activity, reading and for construction.

Each child has their own labelled peg in the cloakroom and a tray in the classroom. We encourage children to take responsibility for keeping their clothes, book bag and work safely in one place!

8. Assessment, observations, files and books

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual files and books. These are collections of children's work, photos and observations which create a detailed picture of the child.

Reception staff has access to 2 iPads which is used to capture and note observations and next steps for learning.

Parents/Carers have access to the files and books on parent's evenings throughout the year. Parents/Carers can contribute through the use of our WOW vouchers. WOW vouchers are where significant events that happen at home can be recorded. WOW vouchers are sent home every other week. When returned the WOW vouchers are cross referenced against the EYFS document and put into your child's file/book. Parents/Carers can also contribute to your child's file/books by emailing through our Tapestry online system.

Throughout the year the Teacher submits assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'.

9 .Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as Reception visit days we offer Parents Evenings twice a year and a drop in session in the Summer term. The class teacher is always available mornings and after school if you wish to speak to them.

Over the first few days at the school we encourage parents/carers to drop their children off in the cloakroom. If your child is finding it a little difficult we ask you to stay a little longer to ensure the transition to the school goes smoothly. We have a staggered entry into Reception. By the Friday of the first week at school, all Reception children will be at school. From the second half of Autumn term please allow your child to come into the cloakroom independently, hang their coat up and find their morning book on their own. This promotes important independence and social skills.

Every week one child from Reception will be chosen to take *Gerry Giraffe* home. Please write a little account in his book and return to school on the Monday so we can read all about his adventures.

Our school is very lucky to have a full time qualified counsellor available for the children. **Mrs Robinson** is always available should you feel your child would benefit from a chat. Mrs Robinson uses child led activities and many of our children have benefitted from her skills. Mrs Robinson also uses her time to give small groups of children SERIS(Supporting Emotional Resilience in School) time if needed.

10.Health & safety and safeguarding

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)

[00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf) and there is a section in our school Safeguarding Policy that directly refers to practice in the EYFS.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets.

Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme.

Our staff model good eating habits by eating alongside the children. All children in Reception eat a school lunch as these are provided free until Year 2 but are given the opportunity to have a packed lunch, although the vast majority eat a school lunch. Menus are available on our school app.

Throughout school we ensure all of our children take part in the Kidsafe Safeguarding programme. This gives the children the skills to recognise dangers and verbalise their feelings to trusted adults in their lives.

We take all accidents seriously and always log and phone home immediately if a child bangs their

head. We have cold compresses stored in the school freezer. All our staff are Paediatric First Aid trained.

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. We have a personal care policy should you wish to read it.

All large climbing equipment is checked by our staff and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment.

We follow whole school procedures for child protection (see separate policy). Michelle Phizacklea, head teacher, is the named Designated Safeguarding Lead and all concerns are discussed with her.

We have separate policies for medicine in school and off-site visits.

11.Celebration

Every week we have a celebration assembly. In these assemblies we have Golden books which identify children who have achieved something during the week. Every week a VIP child is chosen and they get to wear a special hoodie throughout the week. At the beginning of each month the teachers choose a VICK pupil from each class (very important caring kids), Mathematicians and Writers awards for pupils from each class are given at the end of the month. These chosen children receive a certificate to celebrate their good work.