



Perranporth C P School

Revised: January 2018

PERRANPORTH SCHOOL EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

INTRODUCTION

This policy has been developed to reflect the changes to the organisation and implementation of the reception curriculum in light of the introduction of the Early Years Foundation Stage framework. The overall aims of this policy are;

- To ensure consistency in teaching and learning and classroom organisation throughout the EYFS.
- To inform others of the routines and procedures in the Reception Class (Trevithick Class) at Perranporth school.

DEFINITION

The Early Years Foundation Stage begins at birth and continues until children reach five. The last year of the Foundation Stage is often described as the reception year. The introduction of the Foundation Stage does not change the point at which attendance at school is compulsory, which is the beginning of the term after a child's fifth birthday. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

AIMS OF EARLY EDUCATION

- To provide an induction programme that ensures children settle in and experience a smooth transition.
- To educate all children in a fun and creative way, taking into account their individual needs.
- To build a relationship with both children and parents through pre-school and home visits, enabling children to settle well into Perranporth School.
- To help the children develop their social skills when interacting with others.
- To build on children's existing skills in thinking and communication, enabling them to access the more formal school curriculum and develop their school rediness.

- To develop the children's physical skill, so that they have increased control over their body movements.
- To develop the children's aesthetic, moral and spiritual awareness so that they can begin to make judgements.
- To enable the children to understand more about the world around them by exploring first hand features of both the natural and man-made world.

OUR AIMS IN TREVITHICK CLASS ARE THAT THE CHILDREN;

- show evidence of feeling included, secure and valued
- interact with other children and adults in positive ways
- are engaged in and show high levels of motivation in child initiated and adult directed activities.
- are taking part in well-planned, purposeful activities that build on what children already know, match the different levels of the children's needs and take place both in and outdoors
- are developing skills and talents in chosen curriculum areas.

and practitioners that:

- manage carefully the transition between home and setting and between different settings, to support everyone involved.
- establish feelings of trust and respect with parents and children.
- treat children as individuals to ensure each has equality of opportunity.
- promote self-confidence and a positive attitude to learning in all children whatever their gender, ethnicity, special educational needs, disability or ability.
- recognise that being successful and feeling confident and secure are major factors in protecting children against early failure.
- understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially
- through their delivery of a broad and relevant curriculum display their understanding of curriculum requirements
- ensure the learning environment is well planned and well organized and follows the agreed school procedures
- ensure children are making good progress and reaching their full potential
- intervene appropriately to engage children in the learning process
- are aware of those children who may require additional help and those who are more able and of how support needs to be provided
- observe and respond appropriately to children
- plan their time well, so most of it is spent working directly with children
- establish an ethos in which individual achievements are valued
- ensure the safety of children at all times, evaluate their practice, recognizing the importance of identifying their own training needs

THE FOUNDATION STAGE CURRICULUM

The EYFS curriculum is organised into seven areas of learning.

In the EYFS we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence 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 wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. 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.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

1. Personal Social and Emotional Development	1. Literacy
2. Physical Development	2. Mathematics
3. Communication and Language	3. Understanding of the World
	4. Expressive Arts and Design

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. 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 expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

PERSONAL. SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practise their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources. We also follow the Real PE scheme to develop skills in physical development.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play, group discussions and circle times. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number,

shape, space, position, pattern and measurement. In Trevithick Class children begin to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology. They have access to IPADs, talking tins and computers.

EXPRESSIVE ARTS & DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. We use the Rainbow Pond scheme to enhance of teaching of music and introduce new concepts to the children. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times during the year children are given the opportunity to participate in school productions and assemblies. We also study the work of famous artists.

OUTSIDE

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

APPROACHES TO TEACHING AND LEARNING IN THE FOUNDATION STAGE

“Good planning is the key to making children’s learning effective, exciting, varied and progressive”

“Early years experience should build on what children already know and can do”

(Practice Guidance for the Early Years Foundation

Stage 2007)

Based on these principles we plan a carefully structured curriculum that provides rich, varied and stimulating experiences. A curriculum that is flexible enough to allow for unexpected and unforeseen opportunities for children's learning that arise from everyday situations. We have structured a curriculum that allows children to become involved in experiences which are mostly based on real life situations. We believe that activities should always be relevant, imaginative, motivating, enjoyable and challenging.

PLANNING

“Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process” (Curriculum guidance for foundation Stage)

Planning for young children should reflect that all areas – personal, social, emotional, physical and intellectual are interrelated and that one activity may have outcomes drawn from across the curriculum areas. The planning formats we use have been designed to reflect this. All members of the EYFS team are equally responsible for weekly planning. Planning for each curriculum area is displayed in the classroom to enable access by teaching assistants and parent helpers.

ORGANISATION OF THE LEARNING ENVIRONMENT

“For children to have rich and stimulating experiences, the learning environment should be well planned and well organised” (Curriculum guidance for Foundation Stage)

The reception classrooms are organised into seven bases:

- ICT
- maths
- construction/science
- role-play
- creative
- phonics/reading
- writing.

This layout is designed to encourage children to make choices and develop independence by having equipment and materials readily available and well organised. The classroom layout also gives children the space they need for their activities while encouraging them to initiate their own independent learning.

ORGANISATION OF THE SCHOOL DAY

Children work in small groups for focussed activities directed by the teacher or teaching assistants. The children also have well planned independent activities to complete. Children are encouraged to make their own choices but are also closely observed to ensure they are receiving a broad and balanced curriculum.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

“No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability”
(Curriculum guidance for Foundation Stage)

At Perranporth School we believe that the equality of opportunity is important for all pupils irrespective of gender, ethnicity, social circumstances, religion or belief and intellectual capacity. Within the EYFS we strive to reflect and respect this diversity in our choice of resources and in the model we set for children. We strive to plan an environment for a child that is free from stereotypical images and discriminatory practices. In this way and through appropriate differentiation we try to meet the needs of all pupils. Individual education plans are written and updated throughout the year with the SENCo. Individual Education Plans are shared with the parents.

ASSESSMENT IN THE FOUNDATION STAGE

“Practitioners must be able to observe and respond appropriately to children”

Practitioners must:

- **make systematic observations and assessments of each child’s achievements, interests and learning styles**
- **use observations and assessments to identify learning priorities and plan relevant learning experiences**
- **match their observations to the expectations of the early learning goals**
(Curriculum guidance for Foundation Stage)

THE LEARNING JOURNEY PROFILE/TAPESTRY

The EYFS Profile must be completed for each child towards the end of the Foundation year and the results reported to parents formally through parents meetings and the results sent to the LEA for analysis.

In accordance with LEA guidelines teachers complete the Foundation stage profile for each child by the end of the first half of term. Data is sent to the LEA for analysis and data is used as a baseline from which children's progress can be measured. Further assessments are made using the profile by the end of the Spring and Summer terms. Children's progress through the Foundation Stage Profile is reported to parents.

Teachers and Teaching Assistants use post-it notes for each of the seven curriculum areas to record observations of children's achievements. These records are then used to complete the Foundation Stage Profile. Observations are also recorded in the individual child's Tapestry account that parents and carers can access.

The EYFS Teacher completes the Learning Journey with support from other colleagues within the school. Statutory moderation ensures that judgements are secure.

HEALTH & SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. EYFS staff have received 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 the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers, Piriton, Epi-pens in the Trevithick Class folder so everyone is aware of the individual needs. A member of EYFS staff is trained in paediatric first aid (Lizzie White)

SNACK TIMES

WE DO NOT CHARGE FOR SNACK. All children receive a piece of fruit and will receive milk until they reach 5 years old. Parents receive a form to apply for milk prior to their child starting school.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Designated member of staff: Nadia Lampier (EYFS Co-ordinator) & Amy Williamson (EYFS Teacher)

Revised: January 2018

Senior member of staff responsible: Alistair Johnson (Head teacher)