



EYFS Policy

June 2017

Review Date June 2019

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Belthorn Academy Primary School Early Years Policy

Our Aims:

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

EYFS Unit

We are fortunate to have created an EYFS unit as we now have a term time pre-school (Little Bells) which is open 8am – 6am. There are times within the day when the children are separate and carry out their learning, there are also times when the children mix within the inside and outside environments. It is a positive learning experience and the children are thriving in Little Bells. It also helps those children who transfer into the Reception class.

Planning

The Early Years Foundation Stage is based around four Key Themes, three Prime areas of Learning and Four Specific Areas of Learning.

The themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Each theme is linked to an important Principle:

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 person / key persons in the EYFS.

Enabling Environments

- The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

- Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The three prime areas are:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas are:

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

We plan learning experiences from the children's interests and believe they should play an active role in generating ideas for the curriculum. Weekly plans based on all prime and specific areas are displayed in the classroom. The Literacy and Mathematics plans focus on whole class teaching and adult directed tasks that the children participate in.

* see appendix 1

Assessment

- Children entering school are tested on a baseline assessment within the first few weeks of starting school. This is then tracked throughout school so progress can be analysed.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment.
- The Early Years Foundation Stage Profile is updated at the end of each term. At the end of the year the E.Y.F.S. profile results are sent to the L.A.
- An end of year a report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and it is primarily by observing children that judgements are made to inform records and planning. Observations are taking place continuously which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child or on one of the targets from the Early Years Foundation Stage Profile. These observations are recorded in a variety of ways e.g. photographs, post it's, annotations on work, longer observation sheets, a floor book and by using the 2simple build a profile app on the I pads.

Transition

Changing from a pre school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim for each child to visit their new setting in the summer term as well as a class teacher nursery visit to as many children as possible.

Partnership with Parents*

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. Formal meetings which are offered to parents include

- A summer visit for the child and parents to visit the current class – **June /July.**
- An admission meeting to explain school and class routines – **Summer term**
- Autumn term: initial parent meetings during first few days to discuss any important information which the parents need to know from school and any information which the school needs to know from the parents.
- A reading meeting to inform parents how phonics and reading is taught and how they can support at home – **November/October.**
 - Autumn term – Parents evening to discuss child's progress.
 - Parents meeting regarding assessment and how they can help the class teacher areas by gaining evidence for various areas of the EYFS Profile.
- Spring term: parents evening to discuss progress, Foundation Stage Profile achievements and settling into year one as appropriate – **February/ March.**
- Summer term: parents receive school report, reporting targets already being

met and next steps on the Early Years Foundation Stage Profile (EYFSP) – **July.**

- WOW moments are collected by the parents and shared with the class before being placed in the child’s learning journal.

* --- whenever the term parent is used it refers to anyone who has parental responsibility of the child.

Admission Policy

All children are admitted in September as full time or part time in line with the LA’s admission policy.

Equal Opportunities

In line with the school’s Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Review date: Every 2 years

Approved

Date

Appendix 1

The areas of learning and development support, foster, promote and develop children's development:

Prime Areas

1. **Personal, Social and Emotional Development** – Crucial for all aspects of life

which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. Involves making relationships, developing self-confidence and self-awareness

and managing own feelings and behaviour.

2. **Physical Development** – Developing skills involved with moving and handling. Will

improve co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being, and knowledge of health and self-care.

3. **Communication and Language** - Children will develop confidence in listening and

attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. **Literacy** – Children will learn to read, using different strategies. They will

demonstrate understanding when talking with others about what they have read.

Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which

can be read by themselves and others.

2. **Mathematics** – Will develop confidence and competence in learning and using key

skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space

and measure.

3. **Understanding the World** – Knowledge of people and communities, skills, problem

solving, exploring and understanding will help them to make sense of the world.

Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.

4. **Expressive Arts and Design** – Exploring and using media and materials is

fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

- Planning will take place collaboratively between the teachers and other staff involved in E.Y.F.S. This describes the learning activities linked to objectives and assessment opportunities. The termly medium term plans include learning objectives from all areas of learning. Short term plans are decided on a weekly basis from observations and take into account the current needs of the children. These are focussed on basic skills. Observations on focus children will also provide additional information for assessment purposes.
- The children will be given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They will practice and build up ideas, and learn how to control themselves and understand the need for rules. They will have opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.