

CORRIE PRIMARY AND NURSERY SCHOOL

EARLY YEARS FOUNDATION STAGE

POLICY



Early Years Foundation Stage

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." (Statutory Framework for the Early Years Foundation Stage 2014).

Introduction

Early Years education provides the essential foundation upon which young children build the rest of their learning throughout school and into adult life. It is a holistic education which addresses all aspects of a child's development and learning.

This policy outlines the aims, structure and implementation of the Early Years Foundation Stage (EYFS) at Corrie Primary and Nursery school.

The implementation of this policy is the responsibility of all Practitioners working in the EYFS setting at Corrie. In the policy the term 'setting' refers to the Nursery and Reception classes. In the policy the term 'practitioner' refers all members of staff including both teaching and non-teaching adults working with children within the setting.

The EYFS applies to children from birth to the end of the Reception year. At Corrie, children are admitted to the Nursery in either a September or January intake, providing the numbers for September intake do not take us to our limit on numbers. In Nursery children attend part time five mornings a week.

Children join the Reception class in September of the year they are five. They begin attending school full time once they join the Reception class. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year, or YR.

Aims of the Early Years Foundation Stage (referenced to EYFS 2014 Revised Framework)

In the Foundation stage at Corrie we feel that that all children are entitled to the best possible start in their school life, intellectually and emotionally. We recognise that an effective education requires both a relevant curriculum and early year's staff who understand and are able to implement the curriculum requirements. We aim to enable children to develop their full potential and support each child's welfare, learning and developmental needs by:

1. Recognising that all children are unique and special. Every child at Corrie is valued and included regardless of his or her race, culture or religion, home language, family background, special educational needs, disability, gender or ability.
2. Ensuring that all children feel included, secure and valued by providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
3. Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally. At Corrie we aim to build on what children already know, can do and already understand. From these starting points we aim to challenge, stimulate and extend their learning and development and so encourage confidence and a positive attitude to learning.
4. Fostering and nurturing children's self-confidence and self esteem through their developing awareness of their own identity and role within the community.
5. Teaching them to express and communicate their needs and feelings in appropriate ways.
6. Providing an environment where children can explore, experiment, plan and make decisions for themselves. We encourage children's independence and decision-making, supporting them to learn through their mistakes.
7. Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
8. Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
9. Understanding the importance of play in children's learning and development. At Corrie we aim to provide learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
10. Providing effective learning opportunities, both indoors and outside, for children to engage in activities planned by adults and also those which children plan or initiate themselves.

11. Working together in partnership with parents and children in an atmosphere of mutual respect. At Corrie we recognise, value and encourage parent's contribution to all aspects of children's learning and development .We aim to encourage and strengthen this contribution by building positive relationships in which information is shared that enables practitioners and parents or carers to support children to develop their full potential.

The Early Years Foundation Stage framework

At Corrie Primary and Nursery School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Nursery and Reception Classes. A Unique Child, Positive Relationships, Enabling Environments and Learning and Development

A Unique Child

At Corrie we recognise that children learn and develop in different ways and at different rates and this is reflected in our provision. The characteristics of effective learning support the child to become a motivated and effective learner. Children will **play and explore** and 'have a go 'at using all available resources; developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our settings so that they feel included, safe and valued.

It is important to us that all children at Corrie are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them to develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within school and in the wider environment. We encourage a healthy lifestyle including taking exercise and eating healthy food.

Positive Relationships

We aim to promote positive relationships between staff, parents and children. Children are taught how to deal with difficult situations and relationships through the SEAL curriculum (Social and Emotional Aspects of Learning) as well as through their daily interactions with adults and other children. We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount. All children are greeted as they come into the classroom and have a familiar routine. In Nursery and Reception staff will work with each child either on a one to one basis, in a small group or as part of a larger group. The same applies in Reception though there are times when the class will work as a whole. They are able to build up confidence, rapport and respect with each child so that the children feel safe, happy and enjoy their time at Corrie. All children are allocated a key worker; in Reception this will be the class teacher.

Environment

In EYFS at Corrie we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. There is an outdoor area.

This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. As far as possible we offer the same opportunities and areas of learning in all of our environments and the children have free flow between different areas. We observe the children during CIL (child initiated learning) and offer additional resources and support to enrich their learning.

To ensure that we meet the individual needs of all of our children we make regular observations of the children's interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

Learning and Development

There are seven areas of Learning and Development which are interconnected. Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships.

- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings and respect others.

- **Communication and Language** - children have opportunities to speak and listen in a range of situations and experience a rich language environment.
- **Physical Development** - children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices. The prime areas are strengthened and applied through four specific areas:
 - **Literacy** - involves children learning how letters link to the sounds and begin to read and write.
 - **Mathematics** - children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.
 - **Understanding of the World** - children have opportunities to find out about people and communities, the environment and technology.
 - **Expressive Arts and Design** - involves exploring feelings and ideas through music, dance, role play and design.

Active Learning through Play

At Corrie Primary and Nursery School we recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at Corrie Primary School 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 children to discover, explore, investigate, 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. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

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 settings.

Behaviour

Behaviour

In the EYFS we promote the school's behaviour policy and anti-bullying policy. We encourage the children to follow the Golden Rules, however, we recognise at this young age children are still learning and some children have their own specific needs which require additional support to help them to follow the Golden Rules in which case a personalised plan may be put in place. The children in the EYFS do not have Golden Time, but if they children hurt other children physically, mentally or emotionally or break any of the Golden Rules they will have 'time out'. This will involve sitting quietly to reflect on their action for a short period (usually 5 minutes).

More serious incidents will be recorded in a behaviour log and parents notified.

Safeguarding

Please see the school's Safe guarding policy. In addition, children in the Foundation Stage are actively encouraged to make their own risk assessments in accordance with the EYFS framework.

Assessment, Record Keeping and Reporting

Formative Assessment

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Corrie Primary and Nursery School. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all 17 Areas of Learning and Development (EYFS framework 2014) is kept by recording assessment data on Early Years Target Tracker. Using Early Years Target Tracker ongoing evaluations of children's progress is recorded in all areas and progress tracked against statements from developmental bands linked to age related expectation (taken from the Development Matters document) and Early Learning Goals from the new Early Years Foundation Stage Profile (2012).

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys. Samples of children's work are gathered, along with photographic evidence and observations.

These forms of evidence are retained and filed in individual children's Learning Journey folders, teacher records and also within a multimedia evidence bank on Early Years Target Tracker. Learning Journeys both in folders and stored on Early Years Target Tracker record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework 2014.

All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles.

Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Parents and Carers are actively encouraged to contribute to their child's Learning Journey by completing Big Talk Homework and 'Wow Sheets', alerting staff to children's achievements at home.

Summative Assessment

At the end of the Nursery year children's ongoing summative assessments are passed onto the Reception teachers .

On entering the Reception class teachers will make a base-line assessment of all children; this may include using an accredited national version which supports assessing children's progress against 'Development Matters' statements from the EYFS.

At the end of the Reception year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING in each.

Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development. Reports of the children's progress against the 'Profile' will be passed onto the year one teacher and parents and carers in line with statutory requirements. Reports will also include information on how children are developing the characteristics of effective learning.

All records from the Nursery or other pre-school settings attended by the child, are used to inform the Profile and comments from parents are taken into account.

Expected Standards for Foundation Stage are;

Nursery

30-50 months = Inline with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Reception

40-60 months = Inline with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Reporting

Throughout the EYFS at Corrie Primary and Nursery school Children's progress is reported to parents and carers through formal and informal meetings.

In the Nursery, parents are invited to a consultation meeting in the spring term and receive an end of year nursery report . Nursery children also complete an end of year achievement book which records activities and experiences that each child has taken part in during their nursery

life.

In Reception the parents are invited to attend a meeting in the first half of the Autumn term where initial assessments within number and phonics are shared as well as children's progress within the developmental age bands in other areas and in particular the Prime areas of learning and development. In the second half of the Spring term parents are invited to Learning Journey days. Here they have an opportunity to share in more depth their child's learning journey folder, discuss their child's progress through age related bands and toward end of year Early Learning Goals. In the final half of the Summer Term parents will receive a detailed report based upon their child's achievements in The Prime and Specific Areas of learning. In accordance with the statutory arrangements for assessment and reporting EYFS 2012 children's attainment in each Early Learning Goal and practitioners' evaluations of children's Characteristics of Learning is included in this end of EYFS report. A consultation meeting is offered to parents should they wish to discuss any aspect of their child's report or assessments.

Planning

Within the Foundation Stage both the Nursery and Reception staff use long, medium and short term planning that reflects the needs and development of our pupils. The EYFS framework provides the long term plan followed by Nursery and Reception staff ensuring that all Early Learning Goals are covered throughout the academic year. The planning in Reception builds on the experiences gained in the Nursery. The planning takes account of and reflects the children's developmental needs relating to previous experience, achievements and progress. Reception staff use records of children achievements and attainment recorded via Target Tracker and in their Learning Journey Folder's to inform initial planning as children move into Reception. Booklets filled in by parents on entry to Nursery and Reception are also used to inform planning to ensure it reflects children's interests and needs. Medium term planning is thematic and is adapted to take into account children's learning and developmental needs as well as their interest. In Reception children contribute to planning for a theme. Planning is flexible in order that it take account of children's ongoing development and interest. Continuous Provision plans for physical areas within the setting reflect all areas of learning and support practitioners in providing an environment which will enable quality child initiated learning. Reflections on children's previous learning and interests also contribute to the short term plans. On a weekly basis children's interests and needs are planned for in activities, where necessary, discrete to the theme. Planning is evaluated and observations shared weekly, by all staff in the setting and this helps to take the planning forward providing evidence for the next steps in the children's learning.

All Areas of Learning and Development are planned for and learning opportunities available to access within the setting provide a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment in the same way whenever possible. We value all areas of learning and development and understand that they are inter connected. Children and parents are encouraged to be involved in the next steps for learning through the children's learning journey folders and parent consultations.

Child-initiated learning is an important part of our daily routine at Corrie EYFS and whenever possible adult-directed activities are play based, active and related to the children's interests. We aim to help children with their learning through regularly and frequently observing, getting involved in their play, supporting their thinking and asking open questions. Educational visits within the local community and further a field are also planned to support children's learning within the classroom.

Parents and Carers as Partners

In the Foundation Stage at Corrie Nursery and Primary School we recognise that parents and carers are their child's first teachers and are the most influence figures in children's early development. We recognise the importance of establishing and developing good relationships between staff, carers and parents as highlighted in the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

Practitioners at Corrie endeavour to regularly share with parents or carers their children's progress through both formal and informal meetings. Parents and carers are always welcomed into the setting at the beginning of the day and are encouraged to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes and dislikes). During this time parents are welcomed to stay and interact with the children where possible (perhaps listening to them read, helping them write their name, share a story or allow their child to show them a display or activity they have enjoyed). Children's learning journey folders are available for parents to look at with their child. Staff are available after school to discuss issues which may arise.

In the Nursery parents, carers and children are invited to an open day where they meet the staff and are introduced to the setting. A more formal interview is held as the child begins Nursery, where staff and parents discuss the child's interests and abilities. These Parents Consultation meetings continue termly and all parents are encouraged to attend.

Throughout the year in Reception parents are invited to watch lessons, participate in curriculum meetings and workshops. There is a Parents evening in the Autumn Term followed by learning Journey days in the Spring Term where they can stay and watch their child within the setting and share their child's multimedia learning journey. A Parent consultation is also offered in the final term following the Parent receiving their child's end of EYFS report.

Meetings and arrangements to support transition for children within the EYFS further include parents in working in partnership with school. These are detailed in the Transition section of this policy.

Parents are kept informed of what is happening in the setting through regular newsletters and letters, talk homework and reading diaries, parent's notice board and the Nursery and Reception class pages on the school's website. In communicating with parent's practitioners aim to suggest ways in which parents can support their children's learning at home; consolidating and building on what has been covered in the setting.

Parents are also warmly welcomed on trips, to assemblies, to social and fund raising events and to be an active member of Corrie PTA

Transition and Continuity

In the EYFS at Corrie Primary and Nursery School we acknowledge the following key transitional stages: Home to Nursery, Nursery to Reception and Reception to Year 1.

We believe that best early years practice sees learning as a continuum and that our role is to smooth the way between each of these stages. At Corrie we are committed to the Early Years Foundation Stage and we believe it is essential for children who enter both Nursery and Reception to receive their entitlement to the EYFS throughout these years. We believe that through effective delivery of the EYFS curriculum and matching teaching and routines carefully to the developmental needs of children as they mature we ensure children are ready for the demands of the National Curriculum in Year 1.

To ensure continuity in the Foundation Stage, the first term in Reception is an extension and development of Nursery. Structure and routines may initially mirror those in Nursery. Teaching and Learning is likely to be largely focussed on the Prime Areas of Learning

As the year progresses and in particular in the third term we aim to develop readiness for National Curriculum. Teaching and Learning will include greater focus on the Specific Areas of Learning. Where appropriate for the child more structured approaches such as guided reading and writing sessions will be introduced to support the transition to key stage 1.

We believe children with identified needs should experience a curriculum suited to their needs and when appropriate children should continue to have opportunities for structured play and continuous provision in Year1.

To ensure a happy and positive transition and continuity of provision to meet needs practitioners in the EYFS and their KS1 colleagues follow the practices set out in Corrie's Transition Policy. In brief, these practices include:

Transition Meetings between Nursery / Reception and Reception/ Year 1 teachers.

Continuity of formative assessment records and transfer of summative data.

Internal Moderation Meetings involving Nursery, Reception and Year 1 staff.

Lunchtime Taster session for New Reception intake.

New Intake Parents Meetings for Nursery and Reception parents.

Prospectus issued to all New Intake Parents including 'All About Me' booklet to complete with their child prior to starting.

Taster sessions for Nursery intake children.

Home visits / visits to others settings if necessary for Nursery children.

Individual transition meetings with parents new to Reception if necessary.

Reception staff to take story sessions in Nursery during final weeks of Summer Term.

Small groups of Nursery children visit Reception setting for taster sessions with Nursery Key workers during final weeks of Summer Term.

Reception to visit Year 1 for story during final weeks of Summer Term.

Reception class to undertake transition activities in preparation for Year 1 and 'Moving Up' session .

In addition to the practices outlined above we promote smooth transition by familiarising Nursery children with Reception staff and children throughout the year. Nursery children become familiar with Reception staff who visit nursery as part of co-coaching and monitoring routines. Children move between departments on a regular basis when they share opportunities for celebration such as at Harvest, Christmas and Easter.

In Nursery parents are welcomed and encouraged to stay at each session until their child feels settled.

As children start Reception, to help children manage the change from part time to full time and staying for lunch at school, parents of Reception children are encouraged to collect their children at 1.45pm for the first three days. They then begin to attend full time. We aim to be flexible in meeting children's needs and where necessary this period of shorter sessions may be extended where necessary for some children to settle happily. Throughout the year in Reception, parents are welcomed to come into school for the session prior to registration.

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Presented and approved by Governors Jan 2016

Review: Jan 2019

Signed S.Birtles