

## EARLY YEARS FOUNDATION STAGE POLICY

### Flanderwell Primary School

**“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”**

The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage 2 year.

**Our early years setting at Flanderwell comprises of:**

*Foundation Stage 1 – morning sessions x 5 – 15 hours per week or full day provision x 5 – 30 hours per week for eligible families*

*Foundation Stage 2 – full day provision for our statutory school age children*

Our school also offers wrap around care for children, which includes a paid for Extended Day facility for parents wishing their Foundation Stage 1 children to attend for full day sessions or a fully funded 30 hours for eligible families.

All our staff are fully qualified, have a wide range of experience and expertise in working with and educating children. They are committed to professional development and attend up to date training courses.

From time to time, our setting will have visiting student teachers and NVQ students, or volunteers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate and parents will be informed when additional adults join our setting.

**The Early Years Foundation Stage is based upon four themes:**

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

This policy explains how our practice is underpinned by these four themes.

#### **A Unique Child**

At Flanderwell Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children

develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, and celebrate successes and achievements, to encourage children to develop a positive attitude to learning.

## **Inclusion**

We value the diversity of individuals within the school and care is taken to assess the needs of each individual child in our setting from the age of 3 onwards... All children at Flanderwell Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and interests, when planning for their learning. At Flanderwell, we understand that children learn in a variety of ways and are mindful of this when organising our continuous provision and when planning activities for groups.

All practitioners plan to need to meet the needs of boys and girls, children with different schemas; 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.

We set realistic and challenging expectations and continually evaluate our provision. We do this by regularly updating provision and practice through observing children's individual interests and then planning for 'next steps'.

Parents are encouraged to share any special need their child has on entry to the setting. A two-way dialogue is kept between parents to ensure a child's personal needs are met. If a child is considered to show signs of having special needs, discussions will take place with parents as soon as possible. Our system of Early Intervention allows us to provide age-appropriate programmes of support for children based on individual need. We have links with various multi-agencies and, when necessary, their involvement may be required to support identified children. Parents/Carers will always be informed before an outside agency is asked to assist us to supporting their child.

## **Welfare**

It is important to us that all children in the school 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 develop this important life skill and share stories which explore everyday situations. We understand that children should be allowed to take risks and that they need to be taught how to recognise and avoid hazards.

**"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."**

At Flanderwell Primary School, we understand that we are also legally required to comply with certain welfare requirements, as stated in the Statutory Framework for Early Years Foundation Stage.

### ***In our setting we:***

- promote the welfare of all children.
- ensure all adults who look after the children and who have unsupervised access to them are suitable to do so.

- ask parents to inform us of any foods/substances their children are allergic to and ensure that staff are aware of the precautions to take – an allergy information board exists in the staff kitchen with photos and names of children who have allergies. There is a designated member of staff for children with allergies.
- promote good health, preventing the spread of infection and ensuring children do not come into contact with foods/substances to which they are allergic and taking appropriate action when children are ill
- ensure that our accident logs are kept up to date and that medication including inhalers is suitably stored and checked for expiry dates
- ensure our first aid kit is checked and replenished
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- ensure that all staff receive up to date child protection training and that this is regularly updated.
- ensure that staff are trained in paediatric first aid and that this is regularly updated.
- ensure that personal mobile phones, cameras and video recorders are not used anywhere within the setting and that all staff are aware of children whose photos must not be published for use other than in school.  
The following policies can be viewed in school:

## **Positive Relationships**

At Flanderwell Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Holding welcome meetings for parents and sharing information about interests and needs, before their child starts in our school.
- Facilitating transition from pre-school settings
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school at a Stay and Play session.
- Providing each child with a named key worker – Class teachers also have overall responsibility for every child in their class.
- Operating an open-door policy for parents with queries and daily opportunities to share in a 'first task of the day.'
- Sharing regularly the children's progress with parents and valuing ongoing contributions from parents, working in partnership with parents, to achieve the best possible outcomes for the children.
- Offering three parent/key person/teacher consultation evenings per

- year, as well as opportunities to meet as and when the need arises.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents- including workshops related to the curriculum.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have strong links with schools within our Academy and regular meetings allow us to focus on continuous improvement to our practice and provision as well as coordinate a very effective transition process.

## **Enabling Environments**

At Flanderwell Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. 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, in an enabling environment.

It is important to us that children experience success, have fun and enjoy themselves whilst learning. All the staff in our setting work as part of a team to ensure that children have the very best opportunities. At Flanderwell Primary School, we place high value on our learning environments and the Foundation Stage classrooms are no exception. Practitioners create spaces which engage children's interest and cater for the range of ability and interest in the class. They allow children to explore and learn securely and safely and reflect theme and interest as well as celebrate children's work and achievements. A range of objects of interest, real life images, role play, visitors to school, are all used to promote positive experiences and promote discussion among pupils.

All practitioners plan and work together to ensure continuity and progression, providing age and stage related activities and experiences to suit all children in the setting.

Children access continuous provision in both indoor and outdoor environment to initiate their own play and take part in planned adult-led activities. The Foundation Stage has its own outdoor learning spaces which can be freely accessed by all Foundation Stage classes during a day. The free flow between the inside and the outside 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. The children can still explore, use their senses but be physically active and exuberant. In this area, staff also provide planned activities for children, as well as giving opportunities for them to make their own choices.

We have all weather clothing and footwear available so children are protected and there are no barriers to learning.

## **Observation, Assessment and Planning**

A continuous cycle of observation and assessment allows staff to plan challenging but achievable activities and experiences appropriately for all of our children, regardless of their starting point

# The Characteristics of Effective Teaching and Learning

In planning and guiding what children learn, practitioners must reflect upon the different rates at which the children are developing and adjust their practice appropriately.

**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
- **Creative Thinking and Thinking Critically** – Children have and develop their own ideas, make links between ideas and develop strategies for doing things

Statutory framework for the EYFS

## Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected and none should have greater importance over another. Three areas are particularly crucial however, for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

**Prime Areas:**

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

## COMMUNICATION and LANGUAGE

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. We aim to extend and enrich the children’s vocabulary through the frequent sharing of story and non-fiction books, rhymes, role-play and during group/individual conversations, offering opportunities to model and embed new words in a range of contexts: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, our practitioners build children’s language effectively, allowing the children to become comfortable using a rich range of vocabulary and language structures.

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. Children regularly speak about their achievements and the things they value.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

At Flanderwell Primary, we pride ourselves on fostering and developing strong relationships between home, school and partner schools in order to make links stronger for the good of the community as a whole. Children's personal, social and emotional development is crucial and enables them to lead healthy and happy lives: At Flanderwell Primary School, we believe it is fundamental to their cognitive development. Children are encouraged to learn, 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.

Through strong, warm and supportive relationships with our practitioners, children are empowered to learn how to understand their own feelings and those of others; they are supported to manage emotions, to develop a positive sense of self, to set themselves simple goals, to have confidence in their own abilities, to persist and wait for what they want and to direct attention as necessary. Through the expert modelling and guidance provided, the children learn how to look after their bodies, including healthy eating, and to manage personal needs independently. Through sensitively supported interactions with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes provide a secure platform from which our children can achieve at school and in later life.

## **PHYSICAL DEVELOPMENT**

At Flanderwell Primary School, we believe that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives: By creating games and providing opportunities for play both indoors and outdoors, our practitioners support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Children are given opportunities to move to music, use appropriate equipment, develop and practice their fine and gross motor skills; gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision is crucial to developing hand-eye co-ordination which is later linked to early literacy: Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and sensitive support and encouragement from adults, enables our children to develop proficiency, control and confidence.

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

### **Specific Areas:**

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

## **LITERACY**

We have a wide range of resources for the children to use to help them develop early literacy skills and a life-long love of reading. Children are encouraged to use the mark-making areas both 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 reading and writing. The pre-writing activities encourage correct pencil control, left/right orientation and cursive letter formation. Children have carefully planned opportunities 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 and to join in with, stories, rhymes, songs and poems told by the staff, as well as to contribute to imaginative roleplay.

## **MATHEMATICS**

We aim for children to develop a secure base of knowledge and vocabulary from which mastery of mathematics is built: we plan to foster mathematical understanding and a firm foundation for numeracy through frequent and varied practical activities and by using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes, songs and rich opportunities for number activities. Children are given the opportunity to learn about ...

Number: involving counting, subitizing, matching, ordering, comparing quantities, comparing size, shape, length, weight and capacity, simple mathematical operations, measurement

Numerical patterns; involving patterns with numbers, shapes and space, position, size and colour.

## **UNDERSTANDING THE WORLD**

All children are given rich opportunities to make sense of their physical world and their community. Through solving problems, investigating, making decisions and exploring, they will learn about living things, their environment, the world around them and the people who are important in their lives. Through carefully planned activities, stories, non-fiction, rhymes and poems, we foster children's understanding of our culturally, socially, technologically and ecologically diverse world.

## **EXPRESSIVE ARTS and DESIGN**

We provide opportunities for all children to explore and to develop their artistic and cultural awareness, to share their thoughts, ideas and feelings through a variety of art, design, music, drama, movement, dance and imaginative play activities. Children are given opportunities to engage with the arts, using a wide range of media and materials to make paintings, drawings, collages, models and to use basic musical instruments; The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. We value the creative process and provide opportunities for children to practise key skills. The children learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught by: naming colours; mixing paints and sorting and matching. At various times during the year, children are given the opportunity to participate in school productions, assemblies and class performances for parents and carers.

Further information about the Early Years Foundation Stage can be found at:

<https://www.gov.uk/government/publications/development-matters-2>

**POLICY REVIEW: Autumn term -Governing Body meeting (reviewed annually)**



