



Shoreham Village School

Early Years Foundation Stage Policy

Ratified by Governing Body

Signed:

Chair of Governors

Date: February 2023

To be reviewed: February 2025

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Early Years Foundation Stage Policy

Introduction

The Early Years Foundation Stage applies to children from 0 years of age to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The Early Years education we offer our children is based on the following principles:

It builds on what our children already know and can do;
It ensures that no child is excluded or disadvantaged;
It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
It provides a rich and stimulating environment in which all children can thrive and a safe and supportive environment in which the contribution of all children is valued.

Our aims for the Early Years Foundation Stage

At Shoreham Village School, our over-riding aim in the EYFS is for our pupils to develop a positive foundation for lifelong learning. We will achieve this by ensuring that all children and their families feel safe, valued, included and respected. We promote parents as partners in their child's learning and promote a safe, challenging, purposeful and varied indoor and outdoor learning environment. In addition we provide children with the equal opportunities to play, to engage in active learning and to think independently, creatively and critically by covering all seven areas of learning equally.

We follow the Early Years Foundation Stage curriculum and planning is based on observations of children, their interests and their next steps in learning. The seven areas of learning including the three prime area are as follows:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Reception class just as much as they do to the teaching in Key Stages 1 and 2.

Some of the features of good practice in our school that relate to the Early Years Foundation Stage are:

The partnership between teachers and parents / carers, so that our children feel secure at school and develop a sense of well-being and achievement;

Providing a safe and supportive learning environment in which the contribution of all children is valued.

The understanding that teachers have of how children develop and learn, the characteristics of learning, and how these affect teaching styles;

The range of approaches used that demonstrate the provision of first-hand experiences, giving clear explanations, making appropriate interventions and extending and develop play and speaking and listening skills;

The carefully planned curriculum that includes child initiated learning organised specifically to provide children with opportunities that will enable them to achieve the Early Learning Goals by the end of the Foundation Stage;

The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities; both inside and outside. Including using resources which reflect diversity and are free from discrimination and stereotyping.

The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

Monitoring and identifying progression and future learning needs of children through observations: both planned focussed observations, and less formal incidental observations and taking action to provide support as necessary.

Clear aims in teacher directed learning, and regular monitoring to evaluate and improve what we do;

Regular identification of training needs of all adults working within the Early Years setting.

Play in the Foundation Stage

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Learning through play in the Foundation Stage is carefully planned and specific provisions are made according to the learning intentions. Children learn through play in structured 'Plan, Do, Review' sessions which take place daily. Children develop an ability to carefully plan and organise their own learning, making adaptations and modifying their choices throughout the session. They conclude with a thorough review process where children talk about what they have learnt and consider improvements for future extensions of their learning.

At Shoreham Village School we have a strong focus on the characteristics of learning. We promote these by:

Play and Exploring:

Through play our children explore and develop learning experiences which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears and re-live anxious experiences in controlled and safe situations.

Active Learning:

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking:

When children have opportunities to play with ideas in different situations and with a variety of resources, discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Inclusion in the Early Years Foundation Stage

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 when planning for their learning (see our policy on school inclusion). In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that every child is provided with the opportunity to achieve the Early Learning Goals. Some children progress beyond the national average. We achieve this progression 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.

We meet the needs of all our children through:

Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

Every child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Using a wide range of teaching strategies based on specific learning needs;

Providing a wide range of opportunities that motivate and support children and to help them to learn effectively;

Providing a safe and supportive learning environment in which the contribution of all children is valued;

Using resources which reflect diversity and are free from discrimination and stereotyping;

Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

Monitoring children's progress and taking action to provide support and extension where necessary.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Shoreham Village Primary School are treated fairly regardless of race, religion, gender or abilities. All children and their families are valued within our school.

In our school we believe that every child matters. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and 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.

We aim to protect the physical and psychological well-being of all children. (See Child Protection Policy)

The Early Years Foundation Stage curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Learning Goals are in line with the objectives in 'Every Child Matters'

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.

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 Learning Environment

Our Reception Class is organised to allow children to explore and learn securely and safely.

There are areas where the children can be active, be quiet and rest. The classroom is split into learning areas, where children are able to find and locate equipment and resources independently. At Shoreham Village School the children have opportunities to move between their classroom and the outdoor area on a daily basis. Our outdoor area has a shelter to enable pupils to have the opportunity to be outdoors during inclement weather. We also have waterproof clothing and footwear available, so children are protected. This has a positive effect on the children's development. We like the children to be outside whatever the weather to ensure that we are not providing any barriers for learning as being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

The role of the class teacher

- To implement the EYFS Policy
- To monitor and review achievement and attainment of all pupils and curriculum provision across the EYFS classes.
- To take responsibility for the methods of teaching and learning used in our EYFS pupils in order to ensure that policy and practice is joined up throughout the EYFS, including lesson planning, record keeping and assessment procedures.
- To plan, implement and evaluate the continuous development of our provision for EYFS children, taking into account training requirements, appropriate teaching resources, timetable arrangements etc.
- To facilitate excellent communication between EYFS staff and parents/carers on all aspects of our EYFS provision.
- To assist in the process of managing and appraising the work of our teaching assistants.
- To actively contribute to the process of the self-evaluation of our EYFS provision.
- To promote and develop the outdoor learning opportunities within the early years encouraging all staff to understand the benefits of outdoor learning.

Observation Planning and Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation

Stage begins with a baseline assessment and then takes the form of observations, discussions, questioning and some teacher led challenges that are both planned and incidental, and this involves both the class teacher and support staff.

The class teacher monitors learning and progress for each individual child. Evidence of learning is used for assessment and planning future learning. Simple Evidence me is used to complete the Foundation Stage Profiles, which then provides information about each child's level of development at the end of EYFS, thus enabling the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the children's needs and enable a smooth transition for the children. This information is shared with parents throughout the year.

End of year 'best fit' judgements are made against the Early Learning Goals. Children are graded 'Emerging' or 'Expected'

Parents receive an annual report that offers brief comments on their child's progress in each area of learning and provides each child's grading in each area. It highlights strengths and areas of development, and demonstrates the progress that has been made. Parents are also regularly updated about their children's achievements through parent consultation evenings and reports.

The Planning within the EYFS is based around flexible half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. The termly and weekly plan are organised around the seven areas of learning whilst a daily plan incorporates the classroom routine and specific tasks.

Children are taught synthetic phonics using the 'Read, Write, Inc.' programme and reading books are phonically decodable and are matched to the phonics the child is learning

The role of parents

We believe that all parents have an important role to play in the education of their child.

We recognise the role that parents have played, and their future role in educating the children. We do this through:

Meeting parents / carers to discuss any specific needs before their child starts school where appropriate.

Providing children with the opportunity to spend time with their teacher before starting school both in the school setting and/or another familiar setting

Sending home Welcome packs with key information about the school

Inviting all parents / carers to an induction meeting during the term before their child starts school;

Encouraging parents / carers to talk to the child's teacher if there are any concerns. Both at formal parent consultation evenings and informal chats where appropriate.

Providing parents and carers with a report on their child's attainment and progress at the end of each school year;

Arranging a range of activities throughout the year that encourage collaboration between child, school and parents / carers;

Invitations to take part in class sessions

Sharing our approach to phonics and reading through workshops

Home / School learning links

Issue specific evenings and special assemblies e.g. Harvest, Christmas, Easter, class assemblies

School trips

Parents and carers are encouraged to volunteer their time to help out in many areas of the school. E.g. helping on school trips, hearing children read in school, cooking, etc.

Regular newsletters and curriculum information about the school and their child's class

Reception pupils reading books are sent home every day and parents are encouraged to listen to their child read. Homework is sent home every Friday.

Transition to the Reception Class

The new Reception children start their new journey with a staggered entry. This allows children to start in small groups for the first week to get used to their new setting and routine and for staff to get to know the children on an individual basis.

Shoreham Village School has strong links with Shoreham Preschool and the class teacher will visit weekly from April to meet the children who will be joining us in September.

Transition from Reception into Year 1

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinesthetic approach to teaching and learning (learning by carrying out a physical activity, rather than just listening) is maintained and built upon to offer a creative hands-on method of teaching and learning.

The Year 1 classroom aims to reflect a similarity to the Foundation Stage classroom as it shows areas of learning available to the children e.g. role-play area.

Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Foundation Stage into KS1:

Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child.

Information passed onto Year 1 teachers includes:

- knowledge of phonics
- reading and writing ability
- mathematical ability

Information is used to identify groups of pupils to meet specific needs, adjust/fine-tune the curriculum and set future targets. Links are made between Early Learning Goals and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for mathematics and early criteria for English skills).