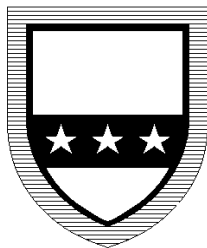


Poulton Lancelyn Primary School

'Caring Brings Success'



EYFS Policy 2016



Introduction:

This policy has been written to underpin our schools core values with particular reference to our Rights Respecting School ethos. As a Rights Respecting school we not only teach about children's their rights and responsibilities, but also model respectful relationships: teachers/adults and pupils, between adults and between pupil.

Rights and Responsibilities linked to articles from United Nation Convention on the Rights of the child:-

Article 28

Every child has the right to an education

Article 29 (Goals of Education)

You have the right to education which tries to develop your personality and abilities as much as possible and encourage you to respect other people's rights and values and to respect the environment.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

The Early Years Foundation Stage (**EYFS**) applies to children aged three to five years of age. At **Poulton Lancelyn Primary** all children join us at the beginning of the school year in which they are five. The National Curriculum begins for our children when they enter Key Stage 1 at the beginning of Year 1. In order for our children to be confident and independent and to have achieved '**school readiness**' for Key Stage 1, we strive to give the 'best start' by setting high standards for learning, development and care within our foundation stage setting.

'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 2012

Aims:

At **Poulton Lancelyn Primary** our aims for the children in EYFS is to develop and enhance their skills, by building on what the children already know and develop a positive attitude and enjoyment for learning in order to prepare them to become active learners for life. We will achieve these aims by promoting and supporting the characteristics of learning **Playing and exploring – engagement, Active learning – motivation, Creating and thinking critically – thinking**, through the **four key principles** in the EYFS statutory framework.

1. A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

2. Positive Relationships

Children learn to be strong and independent through positive relationships.

3. Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

4. 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.

To achieve these four principles we will:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote a safe, challenging, rich and varied indoor and outdoor learning environment.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are **adult-initiated** and **child-initiated**, supported by the adult.
- Provide children with the opportunities to play, to engage in active learning and to think creatively and critically.
- Promote equality of opportunity, providing early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Help children to feel secure and develop relationships with a 'Key Person'

Foundation Stage Curriculum

At **Poulton Lancelyn** we plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the **seven areas** of learning to enable the children to achieve and exceed the early learning goals.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.	Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.
PRIME AREAS	SPECIFIC AREAS
Communication and Language Physical Development Personal, Social & Emotional Development	Literacy Mathematics Understanding the World Expressive Arts and Design

Religious Education is also taught in the foundation stage in accordance with the Wirral Agreed Syllabus.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’

At **Poulton Lancelyn** we plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During continuous provision, teachers and TA’s interact with the children to stretch and challenge children further through objective led planning and assessments.

The children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using ‘Letters and Sounds’, teaching aspects of Mathematics and Literacy, including shared reading and writing sessions. “As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for EYFS 2012)

Play based learning and Continuous Provision in Foundation Stage

“Continuous Provision is **NOT** just the resources that you have out all of the time. I think a better definition of the term is:

“To continue the provision for learning in the absence of an adult.”

“Your space should respond to the needs identified by your assessments”

Alistair Bryce Clegg

Extracts from <http://abcdoes.typepad.com>

Play, both indoors and outdoors is a key way in which young children learn. Whether it is planned by a practitioner, or initiated by the child, it should still be supported by the practitioner to develop and extend the children’s learning, and language and communication skills.

‘**Play**’ allows children to:



Observation, Assessment and Recording

Children entering school are observed during their first weeks, to provide baseline information, which is used to inform planning and the learning environment. Staff, continuously assess the children to determine what they are capable of doing and what their next steps are to help them develop further, this is reflected in the environment through the enhancement of each area in the foundation stage and evidence such as observations, photographs, children’s independent work etc are kept in their learning journals. This evidence is used to support the judgements being made when assessing your child’s progress. The evidence is recorded in each child’s learning journal book, writing and maths books, which are regularly shared with children and parents. We use Target Tracker Assessment Programme to keep a record of children’s achievements and assess entry and exit points to support transition into Year 1.

At the end of the foundation stage your child's level of development is assessed against the 17 Early Learning Goals (ELGs). The children are assessed to see if they are meeting the **Expected** level (i.e. the Early Learning Goal), **Exceeding** the Early Learning Goal or **Emerging** i.e. not yet reaching the expected levels. This information will be shown on your child's end of year report.

7 Areas of Learning	Early Learning Goals (ELGs)		
Communication and Language	Listening and Attention (ELG 1)	Understanding (ELG 2)	Speaking (ELG 3)
Physical Development	Moving and Handling (ELG 4)	Health and Self-care (ELG 5)	
Personal, social and emotional development	Self-confidence and Self-awareness (ELG 6)	Managing Feelings and Behaviour (ELG 7)	Making Relationships (ELG 8)
Literacy	Reading (ELG 9)	Writing (ELG 10)	
Mathematics	Numbers and Shape (ELG 11)	Space and Measures (ELG 12)	
Understanding of the world	People and Communities (ELG 13)	The World (ELG 14)	Technology (ELG 15)
Expressive Arts and Design	Exploring and using media and Materials (ELG 16)	Being Imaginative (ELG 17)	

Partnership with Parents and Carers

At **Poulton Lancelyn** we value the role parents and carers can play to work together in partnership. All parents have an important role to play in the education of their child. We actively encourage partnership with parents and carers and develop their involvement by:

- Inviting parents to a welcome evenings prior to their child starting school
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions.
- Staff, make visits to the pre-school settings to meet the children and talk to the staff about the learning and the needs of each child.
- Ensuring all parents know who their child's key worker is, via a letter on their child's first day.
- Encouraging parents to make contributions to children's learning journals, through our proud houses, where you can celebrate your child's learning and 'wow' moments.
- Having an open door policy where we can discuss concerns or important information that be relevant to children's learning and development
- Providing access to information about the curriculum and routines through curriculum letters each half term, VLE, school website and keeping parents informed about their child's progress and achievements at parent's evenings and end of year reports.
- Arrange activities and visits throughout the school year which encourages positive collaboration between children, school and parents.

A Unique Child

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, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Poulton Lancelyn Primary school. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parent/carers at an early stage and the schools Inclusion Manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEN.

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;
- using a wide range of teaching strategies based on children's learning needs;
- 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 as necessary.

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

At Poulton Lancelyn Primary, we understand that we are legally required to comply with certain welfare requirements as stated in the statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- 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.

Equal Opportunities:-

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety:-

There are clear procedures for assessing risk, which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. (see whole school policy)

Transition:-

From pre-school settings:-

During the summer term prior to a child's entry into reception, the following procedures have been put into place to ensure successful transition.

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- Parents are encouraged to complete an 'All about me book', which is used to support transition in Autumn term.
- Staff visit pre-schools to meet the children in their own setting and talk to the settings via telephone conversations.
- Children and parents are invited to a coffee afternoon, where the children have opportunities to visit their new classroom and meet the staff.
- Children from Penguins pre-school (on site – private pre-school- main feeder setting) have more opportunities to visit the classroom for story time sessions.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support.

From Foundation stage class to Year 1:-

We have a number of links with Year 1 throughout the year and the children are able to observe what goes on as the two classrooms are either side of the F2 classroom. During the final term in F2, the children have opportunities to visit the Year 1 classrooms for story and have opportunities to visit with their parents as part of our transition library. The children visit after school to borrow a book from the Year 1 classroom over a three week period. This allows parents the opportunity to ask questions, visit the classroom and ensure children develop their confidence with the transition to Year 1.

Year 1 and F2 teachers moderate pieces of work together and agree on the starting points for Year 1. We also meet with the Year 1 teachers to discuss each individual child and their final data. They are also given a copy of the end of year reports which relates to the three characteristics of effective learning. This supports the teachers when planning for their first term in Year 1.

Updated by Sue Haworth (Assistant Headteacher/Foundation Stage Leader) July 2016

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