



Nightingale Primary School

Early Years Foundation Policy

Introduction

- a) The Early Years Foundation Stage is a distinct stage for the children aged from birth to the end of their reception year (the year in which they have turned 5). The comprehensive statutory framework sets standards for development, learning and care of children from birth to five. The Foundation Stage Policy at Rosetta applies to all children joining the school in the reception year.
- b) The last year of the Early Years Foundation Stage [E.Y.F.S.] is often described as the Reception year.

Aims

General

- To provide a broad and balanced curriculum through well planned play and activities covering the seven areas of learning.

School Staff

- To manage carefully the transition from other E.Y.F.S. settings to school to enable children to come to school happily and to support everyone involved.
- To ensure that every child's first experience of school is happy, positive and fun.
- To establish positive relationships with parents and carers.
- To provide a rich and varied indoor and outdoor learning environment
- Promote key skills in the three prime areas of the curriculum; communication and language, physical development and personal, social and emotional development.
- To teach the four specific areas of learning through a variety of engaging and appropriate activities, including whole class carpet sessions; Literacy, Mathematics, Understanding of the World and Expressive Arts.
- To value children's interests by providing a balance of direct teaching and child initiated learning activities.

Children

- To develop an enjoyment of learning through practical activities, exploration and discussion.
- To develop confidence and social skills when interacting with others.
- To develop an understanding of the world around them through first hand experiences of both the natural and man-made world.
- To engage in and show high levels of motivation in activities planned by adults and also those they plan or initiate themselves.
- To develop core skills that will enable them to embark on their future education with confidence and proclivity towards learning.

Parents and Carers

- To develop feelings of trust and respect.
- To be understanding and supportive of our aims in learning and teaching.
- To support their child's learning by completing reading together every night.
- To attend and contribute to Teacher Consultation Meetings.
- To support their children by ensuring that they have the appropriate resources and equipment in school daily. (e.g. Book bag/P.E. kit)

Governors

- Early Years Foundation Stage will be monitored by the Governor's Curriculum Committee in following ways: Through meeting with the Early Years Leader to discuss action planning and progress against targets set, feedback on data highlighting progress and attainment across different areas of the key stage, through learning walks and drop in visits, which will include opportunities to talk to pupils and parents.
- Outcomes from monitoring will be fed back to the full Governing body.

Implementation of the Foundation Stage Policy

1. The Foundation Stage Curriculum

The F.S. curriculum is organised into seven areas of learning:

a) Prime areas:

- **Personal, Social and Emotional Development** - This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learning.
- **Communication and Language** - This area of learning develops children's speaking, listening and understanding.

- **Physical development** - This area of learning includes large and small scale physical activity which develops an awareness and increased control of children's own bodies. It also ensures children develop an understanding of health and self-care.

b) **Specific areas:**

- **Literacy** - The focus here is on the children's ability to read and write. Phonics is the primary way in which we teach this area, along with word recognition and guided reading.
- **Mathematics** - This area of learning covers number and calculation and shape, space and measure.
- **Understanding of the World** - This area is vast and teaches children about people and communities, the World and technology.
- **Expressive Arts**- This area of learning includes art, music, dance and role-play. It teaches the skills needed to use media and materials and encourages the children to explore their imagination.

2. **Planning formats**

- The Early Learning Goals and Development Matters form the basis of our planning. Children are regularly observed and assessed to ensure that planning reflects the needs of the individuals. Children's individual next steps are recorded on objective-led plans which are used to guide adults' interactions with the children during child-initiated learning times and inform the enhancements made to the continuous provision. The children in the EYFS have a daily phonics lesson which is taught in groups to suit the differing needs of the cohort. In addition to this two other daily adult-directed sessions take place, focusing on Maths, Literacy and the wider curriculum. Weekly PE sessions are planned for and assessed, focusing on movement and gymnastics, dance and games. Daily reading occurs through individual, small group or whole class sessions.
- During a child's time in the FS s/he will work towards achieving an 'expected' level and, where appropriate, exceeding the Early Learning Goals (E.L.G.). This will help to give children secure foundations on which future learning can be built.
- The Early Learning Goals provide the basis for long term planning throughout the Foundation Stage.

3. **Resources**

- Each classroom has its own bank of resources which are well ordered, clearly labeled and visible and accessible to all children so that they develop independence in learning. Resources throughout the EYFS unit are made accessible to all of the children through a free flow system. This continues with the use of the outdoors, which is resourced to enable learning to be equally enabled outdoors.

4. Homework (Please refer to the School's Homework Policy)

- Homework in the EYFS consists mainly of daily reading at home and the learning of word lists at the child's individual pace.
- Occasionally we will give the children optional investigative or project-type homework for the family to work on together.

5. Parents and Carers

- The School aims to involve parents/carers in their child's learning as much as possible and to inform them regularly of their child's progress in the EYFS. This begins with our thorough induction process. Parents are invited to attend an initial visit with their child followed by two stay and play sessions. During a third stay and play session the parents are invited to attend an informative meeting while their children remain with their new class teachers. One element of this meeting involves the parents being introduced to the school PTA with the opportunity to become a member should they wish.
- Home visits are carried out in the Autumn Term, prior to the children starting, to further develop a positive home-school relationship and to support the settling of the children.
- Parents are welcomed into class when their child first starts school. This morning settling period continues until all parties are ready to wave goodbye at the door. . Parents/carers have the opportunity to meet with the child's class teacher at least two times a year at Teacher Consultation Meetings and receive an annual report at the end of the summer term. Information about their child's standards, achievements and future targets is shared with parents/carers at these times and also ways that they may be able to assist with their child's learning.
- Class teachers and assistants are available at morning drop offs and sometimes to speak with parents daily.
- Parents are encouraged to support learning in school by signing up for regular and one-off opportunities to work with the children and support the teaching staff.
- Parents are also regularly invited into school to engage in learning celebrations and events. Parents are invited to sign up to participate in lessons during a school open day, share breakfast with their child during Early Bird Breakfast, attend sports day and Grandparents are invited along for Grandparents afternoon each year.
- Parents/carers are encouraged to support their children with homework and to attend teacher Consultation Meetings.
- Parents and carers are encouraged to collaborate with us to build their child's learning journey on Tapestry. Each parent is provided with log in details that enable them to access and add to their child's observations and assessment.

6. Foundation Stage Leader

The role of the Foundation Stage Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
 - b) Learning and teaching.
 - c) Leading and managing staff.
 - d) Efficient and effective deployment of staff and resources.
- The Foundation Stage team look to understand the current quality of Early Years provision and how to improve this further. This is facilitated through effective action planning which mirrors whole school priorities. The action plan is monitored by the SLT and HT and progress against targets within this action plan are reported to and shared with governors.
- During the academic year the F.S. Leader has specific allocated time for subject self-evaluation activities.

Good Practice in the Foundation Stage

"Children must have access to a rich learning environment which provides them with the opportunities and conditions in which to flourish in all aspects of their development. It should provide balance across the areas of learning. Integral to this is an ethos which respects each child as an individual and which values children's efforts, interests and purposes as instrumental to successful learning." 2014 EYFS Handbook.

1. Overview

- Teachers and LSA's are responsible for making observations of the children's independent achievements. These are then used to plan for the next steps in their learning, either by setting up independent or adult-led activities. Observations are recorded on Tapestry.
- Teachers and LSA's will be responsible for carrying out adult-led activities which will focus primarily on literacy and mathematics but most will be cross-curricular to ensure a rich and varied curriculum. Whilst an adult is working with a small group the rest of the children will be engaged in 'independent learning' within the unit or outdoor learning area.
- All children have access to indoor and outdoor learning. The outdoor learning area is valued as a key feature of the provision. Opportunities for the children to develop a broad range of skills in keeping with the EYFS curriculum are provided for and differentiated both indoors and out. The children have access to wet weather clothes to enable them to learn outdoors in the wetter weather and parents are asked to provide hats and sun-cream to enable the same access during the summer months. . During child-initiated learning time the children have free-flow access to outdoor provision, this amounts to approximately half of the school day (weather permitting).

Transition arrangements

- Entry to the school is staggered over a week to support the transition from one setting to another.
- The FS leader will, where possible, visit the children who attend nurseries/preschool to meet them in an environment in which they feel comfortable, and to liaise with the child's key worker if they have one. This visit will enable the FS leader to make a more informed decision when allocating their class and teacher.
- Parents and children are encouraged to take part in all of our transition sessions, which involve 1 after school introductory visit, 3 stay and play sessions and a home visit in the first week of the Autumn Term.
- The first week of the school year will be staggered. This enables children to become accustomed to their new environment and teachers in smaller groups. The second week the parents and carers will be able to choose whether their child attends school full time or part time. We aim that all part time children will be full time by October half term but provide flexibility where it is needed.

2. Organisation of the school day

- The Foundation Stage unit at Nightingale is organised into two bases. The children have their own class base, but will move around the unit during the day.
- For the majority of the day, the area is open plan and children make their own decisions as to where to learn. We refer to this time as 'independent learning'. The layouts are designed to encourage children to make choices and to develop independence and initiate their own learning by having the appropriate equipment and materials readily available and well organised.
- The outdoor learning area is used as much as possible throughout the day. We have a timetable to ensure that it is always supervised, engaging in the children's play and moving their learning forward.

3. Morning Routines

- Parents/carers are encouraged to accompany their children into the classroom at the beginning of the day to support them in:
 - a) selecting an option from the school lunch menu
 - b) Communicating or receiving information from teaching staff.

4. Daily Literacy and Mathematics learning and teaching

- All children take part in a daily phonics session which develops in its structure and delivery throughout the year to reflect the changing needs of the cohort. The children are read to/with daily, either individually or as a small or large group. In addition to this daily 'Maths Meetings' take place during which the children focus on the consolidation and repetition of key maths learning for the week. Adult-directed maths and literacy sessions take place across the week and vary in structure and delivery according to the type of learning taking place and the needs of the class.

Maths and literacy learning is also planned for within the continuous and enhanced provision through objective-led planning. This enables adults to support, scaffold and challenge the children at an individual level to work towards the next steps in their learning through experiences that match their interests.

5. Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

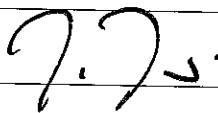
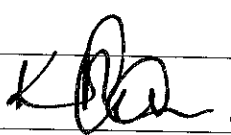
- On entry assessments are carried out within the first 4 weeks of the children attending school. The Revised Early Years Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning.
- We use the Development Matters guidance to assess and track progress throughout the year.
- We make regular assessments of the children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the F.S. primarily takes the form of observations which are uploaded to Tapestry
- The children also have a phonics assessment every term
- The primary purpose of the EYFS profile is to provide Year 1 teachers with reliable and accurate information about each child's level of development as they reach the end of the EYFS.
- Teachers, LSAs, other adults working with the child and parents are all involved in the assessment process.
- Staff working with the children make regular formative assessment to move learning on (often using objective-led planning and Tapestry). Progress is then often supported 'in the moment' through interaction and also adaptations to the provision, but also by informing planning and enhancements.
- Assessment is used to monitor progress and vulnerable groups and identify the need for intervention to ensure a good rate of progress is achieved.
- Parents and carers are encouraged to use Tapestry as a means of supporting the assessment of their child.
- The outcomes of Early Learning Goal assessments are shared with parents/carers at the end of the school year.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Nightingale is seen as the responsibility of the whole school community. Inclusive practice in the Foundation Stage should enable all children to progress and achieve; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in learning.

Monitoring and Review

- The Head teacher, Senior Leadership Team and the Foundation Stage Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Foundation Stage Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

Approved by Headteacher:	
Signed:	 JON JAMES
Date:	25.4.18
Approved by Governing Body:	
Signed:	 KEVIN COEN.
Date:	25.4.18.
Review date:	25/04/2020