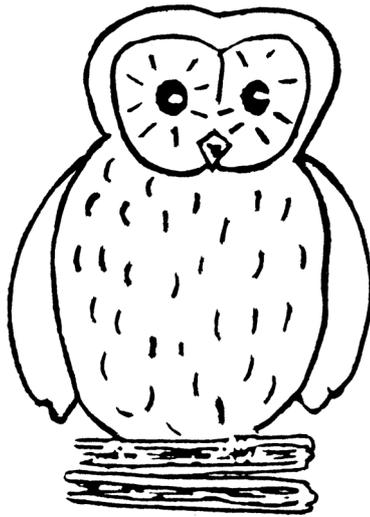


# Overstone Primary School



## Early Years Foundation Stage Policy

Approved by Governors: June 2018  
To be reviewed: June 2021

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

## Overarching principles:

Four key themes and principles:

- 1) Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- 2) Children learn to be strong and independent through **positive relationships**;
- 3) 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 and/or carers; and
- 4) **Children learn and develop in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

(DfE, 2012: page 3)

At Overstone Primary we believe it is crucial that all children get the best start to their education and that their first year in school is a positive and informed process.

*'The foundations we lay are to be the bedrock for lifelong learning.'*

(Fisher, 2002: page 119)

## The Foundation Stage curriculum:

*'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.'*

(DfE, 2012; p.2)

We aim to provide a positive and holistic curriculum, fostering and promoting all 7 areas of learning from the Early Years Foundation Stage (EYFS) to ensure that all children develop the necessary skills needed to learn and make sense of the world around them. We will encourage individuals to explore, investigate, challenge, discover, create, practise and strengthen their skills through first hand experiences and play based learning.

## Through play children:

- develop intellectually, creatively, physically, socially and emotionally;
- explore and develop learning experiences that help them to make sense of the world;
- practise and build on ideas, concepts and skills;
- learn how to understand the need for rules;
- take on and rehearse new skills and new and familiar roles;
- take risks and make mistakes;
- think more creatively and imaginatively;
- through trial and error try things out, investigate and solve problems;
- extend and develop their language and communication skills and learn new vocabulary.

**The seven areas of Learning and Development are taken from the Early Years Foundation Stage (EYFS: birth to five):**

**Prime Areas – Covers the knowledge and skills which are the foundations for children's school readiness and future progress.**

- Personal, Social and Emotional Development  
*Making relationships, self-confidence and self-awareness, managing feelings and behaviour*
- Physical Development  
*Moving and handling, health and self-care*
- Communication and Language  
*Listening and attention, understanding, speaking*

**Specific Areas – Forms an appropriate baseline for the National Curriculum.**

- Literacy  
*Reading, writing*
- Mathematics  
*Numbers, shape, space and measures*
- Understanding the World  
*People and communities, the world, technology*

- Expressive Arts and Design  
*Exploring and using media and materials, being imaginative*

### **Characteristics of Effective Learning**

- Playing and exploring – engagement  
*Finding out and exploring, playing with what they know, being willing to ‘have a go’*
- Active learning – motivation  
*Being involved and concentrating, keeping trying, enjoying achieving what they set out to do*
- Creating and thinking critically – thinking  
*Having their own ideas, making links, choosing ways to do things*

The EYFS begins from birth and continues up to the end of the Reception year. The Curriculum is split into ages and stages: Birth to 11 months; 8 to 20 months; 16 to 26 months; 22 to 36 months; 30 to 50 months and 40 to 60 + months. Reception children would aim to work from just within 40 to 60+ months. The Early Learning Goals are printed in bold within the EYFS which state the expectations for children to reach by the end of the EYFS.

### Personal, Social and Emotional Development:

- To encourage a positive attitude and disposition to learn.
- To foster a good self-image and praise achievements and positive behaviour to encourage and build confidence and self-esteem.
- To provide opportunities to learn how to work and play cooperatively, imaginatively and fairly with peers and adults, working harmoniously alongside and with one another.
- To develop independence, confidence, sensitivity, social competence and positive attitudes, with an awareness of others around them.
- To encourage children to share feelings and express emotions in an appropriate way, creating time to talk, to share and to listen through a wide range of activities.
- To encourage self-respect and respect for others.
- To develop personally, socially, morally and spiritually through interactions with different cultures, positive role-models, circle time, play and through the wider community.
- To foster an agreed code of behaviour by showing consideration for others, living things, property and their environment, developing their own self-discipline, knowing what is right and wrong and why and communicating politely.
- To draw on early home experiences; to complement and supplement these experiences to continue the development of the whole child.

### Physical Development:

- To develop and gain confidence in coordination, control, movement, manipulation and both fine and gross motor skills through the use of small and large equipment, imagination, drama, dance, suitable tools, materials and technology in both the indoor and outdoor environment.
- To develop an awareness of themselves, others, safety and space through games, imagination, role-play and working cooperatively, independently and confidently using different types of equipment.
- Develop a positive and healthy attitude, understanding how their bodies work and recognising and describing change when active. Understanding that exercise is important and understand the positive benefits of being healthy and active.
- Encouraging handwriting skills through direct teaching and practise and providing opportunities to develop fine motor control and hand-eye coordination through using malleable materials, bead threading, ribbons, a variety of mark-making materials, using the interactive whiteboard and so on.

### Communication and Language:

- To enjoy and have the opportunity to listen, respond and verbally communicate across a range of contexts and for a variety of purposes.
- Learn how to use language to imagine, re-create roles and clearly communicate thoughts, ideas, feelings and experiences. Developing the confidence to converse with and talk in front of a variety of audiences.
- To enjoy listening to, take part in, invent and re-tell stories, nursery rhymes, non-fiction, songs, music and poetry within a variety of situations such as role-play and story time; using a variety of resources such as media and big books.

### Literacy:

- To distinguish between different sounds and become familiar with rhyme, rhythm and alliteration.
- To use phonic knowledge to read and write simple words and attempt more complex words by sounding out and blending using Letters and Sounds and the Ruth Miskin's Read Write Inc scheme.
- To extend and develop new and known vocabulary through purposeful resources, meaningful play and an environment rich with print.
- Encouraging children to use a variety of skills and cues when reading – descriptive, prediction, contextual and phonological, reading from left to right, top to bottom.
- Encouraging children to value books and understand the different features of a book, using the correct terms. Sequencing stories and using language from stories such as 'once upon a time'.
- Reading a variety of texts both fiction and non-fiction books, knowing print carries meaning and can give information.
- Support children's emergent writing using a variety of mark-making materials and media to produce writing for different purposes, developing their fine motor skills.
- Learning how to write labels, captions and simple sentences sometimes using punctuation such as capital letters and full stops.

### Mathematics:

- To experiment and use numbers, number symbols, concept and order through imaginative play, practical experiences and first-hand experiences developing mathematical ideas and solving practical problems.
- To provide opportunities to count, sort, match, recognise, order and write numbers 1 – 20 and then beyond.
- To develop mathematical concepts including sorting, more or less, addition and subtraction, problem-solving, sequencing, estimating, doubles, halves and sharing.
- Sense of time, comparing different quantities such as size, weight and capacity, patterns, simple measuring, positional language and naming and describing 2D and 3D shapes.

### Understanding the World:

- To make sense of the world around them through developing skills, concepts, making predictions, stimulating interest and curiosity and constructing objects in a variety of first hand experiences, using different tools and everyday equipment and technology. This forms the foundation for later work in science, history, geography, design and technology and information and communication technology.
- To develop a sense of identity and awareness of the wider community through the outdoor environment, visits and visitors, past and present events, their own families, using a range of resources, technology and the use of their immediate environment.
- Provide children with first hand experiences that encourage them to discover, explore, observe, predict, compare, solve problems, question, make decisions, discuss and think. Using a variety of different natural and man-made materials, living things and different objects using all of their sense as appropriate.
- Modelling accurate terminology and supporting children in developing and using precise language. Promoting children's thought and investigation by asking open ended questions.
- Learn about different cultures and religions, learning about their own and other communities.

### Expressive arts and design:

- Learning to express and communicate their ideas, thoughts, imagination and feelings and engage in imaginative role-play acting out first hand experiences and re-telling narratives and events through a widening range of processes and activities such as art, music, dance, movement, imaginative and role-play activities and design and technology.
- Responding in a variety of ways to what they see, hear, smell, touch and feel through a variety of multi-sensory activities and the use of different stimuli such as materials (different textures), artefacts, instruments, suitable tools, technology and a range of media.
- Explore guided and independent exploration of and engagement with a widening range of tools, materials, sound, movement and music independently and safely. Working creatively on a small and large scale.

## Outdoor Play and Learning:

- Children have opportunities to play indoors and outdoors. Allowing free flow access to the outdoor area.
- Children need opportunities for fresh air and exercise in a secure environment, in order to promote their physical development, health and general well-being. Some learning can only happen outside. It gives first-hand contact with weather and the natural world.
- The outdoor environment allows for children to learn by working on a larger, more active scale, and can provide for a wide range of different experiences. Individual modes of learning can be addressed effectively outdoors. E.g. boys are more interested in learning through movement, which requires space.
- The outdoor area is based directly next to the classroom and fenced off, with a main gate at the bottom of the play area. Children are supervised through double doors, allowing the indoor classroom to open up into the outdoor area. The area is covered and free flow access is given to the children all through the day.

## **Admissions, transition from Nursery to Reception:**

- A parents evening is arranged for new parent/carers in the middle of June. An informed presentation is given, giving a breakdown of the curriculum, important information regarding their child's first year and about the ethos of school. A tour of the building is given and time to talk to the teacher, head teacher and teaching assistant about any queries or concerns.
- Early July in the summer term, two transfer days are allocated, where the new Reception children get to spend a series of 1 morning and 1 afternoon in their new classroom and familiarise themselves with the adults working with them and their new surroundings.
- At the beginning of term in September, home visits are arranged and the Foundation Stage teacher and teaching assistant visit each individual in their homes.

### Aims of a home visit:

- Establish positive links;
  - Develop positive relationships;
  - Ease the transition into school;
  - Find out about the schools aims, policies and routine;
  - Allow staff to become aware of home circumstances and relevant prior knowledge;
  - To have one to one time to share any queries or concerns with the practitioner.
  - Initially the children start part-time after the home visits are complete. The children will attend school from 8.50am to 1.15pm for 1 week, depending on when the term starts.
  - The rest of their first term, they attend full time, 8.50am to 3.15pm.
- This staggered approach enables children to adjust to school life gradually and build on their confidence.

## **Partnership with parents/ carers:**

Parents, as the first educators, are an important source of information. As a school we develop a close partnership with the child's parents or carers and provide many opportunities to collaborate with parents or carers in the following ways:

- Home visits (outlined above)
- Parent's evenings (summer term before their child starts, autumn term and spring term). An information pack is given at the first parents' evening.
- An annual report.
- Tapestry – individual online learning journals which records photos, videos, observations, comments and next steps in each child's learning, all linked to the Early Years Foundation Stage Curriculum; building up a record of their learning experiences during their year in Reception. Parents can also add their own photos, videos and comments on Tapestry.
- Max's diary (home school diary).
- The school blog – whole class photos of activities, topic links, visits, visitors and whole school events.
- A termly information sheet outlining the broad themes covered in the seven areas of learning and pointers of how parents/carers can support their child at home.
- Newsletters and school website.
- Well Done assemblies. Certificates from home and at school are celebrated through regular Well Done assemblies on Friday mornings.
- Open door policy: opportunities to talk informally with the Reception teacher at the beginning and end of the day to discuss any concerns, issues or general aspects.
- Using parent/carers skills in the classroom e.g. extra support on visits outside school, inviting parents in as visitors and so on.

## Planning:

- Long Term planning (yearly cycle).
- Medium term planning: based on the seven areas of learning in the Early Years Foundation Stage (EYFS). In addition planning is also linked to SEAL (Social and Emotional Aspects of Learning), Letters and Sounds, Ruth Miskin's Read Write Inc and Talk for Writing.
- Short term planning: session grids split into whole class input, focussed activities and independent/child-initiated learning. Plans are used as working documents and may be annotated to reflect changes, observations or points for future consideration.

## Assessment:

- Assessments are primarily based on observing each child's daily activities and events. In particular the learning which each child demonstrates spontaneously, independently and consistently in a range of contexts.
- Accurate assessment takes into account a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.
- At the beginning of the autumn term, a baseline assessment is carried out to assess each child's prior knowledge and current stage in their learning.
- Reports and tracking passed on from previous settings feed into the baseline assessment. A visit to the child's prior setting is arranged if required or a meeting is requested due to additional factors such as SEN.
- Over the year individual targets are set regularly on Tapestry and discussed further in parents' evenings which state the next steps in their child's learning. The parent(s) and the child also provide comments and feedback on the progress made based over the term.
- Teacher assessment and knowledgeable judgements use observational assessment to understand children's learning. Teaching staff watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. As a result, we build up an accurate picture of what the children know, understand, feel and are interested in from daily interactions/observations.
- Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than 1 area of learning.
- Data is then compared from on entry, December, March and at the end of the Foundation Stage to check progress on all children in the three prime areas: Personal, Social and Emotional Development; Physical Development; Communication and Language; and Literacy and Mathematics. The data is then turned into percentages to see the level of progress being made and whether it is in line with National Data.
- The statutory Early Years Foundation Stage (EYFS) framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5.
- The judgement must say whether the child's learning and development is:
  - not yet at the level of development expected at the end of the EYFS (emerging) **Assessment rating 1**
  - best described by the level of development expected at the end of the EYFS (expected) **Assessment rating 2**
  - beyond the level of development expected at the end of the EYFS (exceeding) **Assessment rating 3**
- If a child falls in the 'exceeding' level of development, detailed discussions with the KS1 teachers and a moderation of the child's capabilities and evidence of work take place and a final judgement is agreed before 'exceeding' is given at the end of the EYFS
- The EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:
  - the child's attainment in relation to the 17 ELG descriptors
  - a short narrative describing the child's 3 characteristics of effective learning
- The attainment of children at the end of Reception is compared with the Early Years Foundation Stage Profile national figures, which also includes the proportion of children that achieve a good level of development.
- A child achieves a good level of development, as defined by the government, if each child meets the expected level in the early learning goals in the prime areas of learning (Personal, Social and Emotional Development; Physical Development; and Communication and Language), and in the specific areas of Mathematics and Literacy.

## EYFS profile data is then used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning;
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers;

- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **Transition between Reception and Year 1:**

- Early July in the summer term, a transfer day is allocated, where the Reception children get to spend an afternoon in their new classroom and familiarise themselves with the adults working with them and with their new surroundings.
- Additional visits to KS1 are arranged if required e.g. for a child with additional needs such as ASD.
- By the summer term in Reception, the children will experience many more adult directed tasks as they prepare for their transition to year 1.

### **Special Education Needs and Outside Agencies:**

- Special educational needs and disability (SEND) includes physical, emotional, sensory and learning needs.
- We aim to identify and plan for each child's individual learning requirements and to provide appropriate additional support for children with special educational needs in order to allow them to make the best possible progress.
- We monitor each child's progress to aid the early identification of any special education needs.
- If a child has special education needs the SENCo (Special Educational Needs Coordinator) is informed and the Code of Practice is followed.
- We liaise with other agencies who may be involved with a child including:
  - Speech and Language Therapy service
  - School nurse
  - Physiotherapy
  - Occupational Therapy
  - Community Paediatrician
  - Social Services.

### **Inclusion:**

- We aim to ensure that no child is excluded or disadvantaged because of religion, culture, disability, gender, home language, special educational needs or ability.
- Valuing each child and treating each child as an individual.
- Providing an environment which is free of stereotypical images.
- Facilitating equal access to activities by all children.
- Planning challenging opportunities for more able children.
- Supporting children with special educational needs as appropriate.
- Supporting children with English as an additional language as appropriate.

### **Monitoring and evaluation:**

- Moderation meetings and visits.
- Up to date training and regular cluster meetings locally.
- Head Teacher or Coordinator observations and Performance Management review meetings.
- Termly Pupil Progress meetings.
- Learning walks and cluster inspection.
- Ofsted, audits and self-evaluations.
- Action Plans, risk assessments and staff meetings.
- Parent and staff feedback and evaluation forms.