



Ombersley Endowed First School & Pre-School Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

The EYFS is based upon four principles:

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

The Foundation Stage at Ombersley comprises of our Pre-School and Reception Class. The Pre-School takes children from the age of 2 years and 9 months until they start school. In Reception, children join us at the beginning of the school year in which they are five. They begin attending school at the start of the year in which they turn five. All pupils may attend school full time from the start of the Autumn term. It may be appropriate for some Summer born pupils to attend on a part time basis for the first half term.

Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff have a wide range of experience and expertise in working with and educating children and have excellent knowledge of the Early Years Foundation Stage and child development. All staff are committed to professional development, attending regular training courses.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In our school children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage 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 and children are encouraged to interact with others, to participate in active learning and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity, focused tasks and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

The EYFS is based upon four principles:

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

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

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Ombersley Endowed First School and Pre-School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter and 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 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 wide range of opportunities to 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 as necessary.

Special Educational Needs and disabilities

Care is taken to assess the needs of each child from Pre-School age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children.

Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N.D) and Gifted and Talented policy available at school.

Welfare

"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 OEFS we comply with all welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We:

- promote the welfare 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.

Allergies

Parents/carers are asked to inform us of any foods their children are allergic or intolerant to by completing a Care Plan for their child, which is kept at school. There may also be foods parents/carers do not wish their child to eat, which we will keep a record of.

Medical needs

We ask parents to complete a Care Plan to inform us of any medical needs their child may have, for example: allergies, children who need inhalers, piriton, Auto-Injectors. Some of the EYFS staff are trained in paediatric first aid.

Safeguarding Children

The school takes its safeguarding responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available at the school or on the school website for parents to read if they wish.

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 the physical and psychological well-being of all children.

Positive Relationships

At OEFS we recognise that children need to learn to be strong, independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

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

Pre-School

- Providing two 'stay and play' sessions for parents and their child before starting Pre-School;
- A daily home – school link diary;

- Parents contribute to their child's Pathway Profile;
- An open door policy – parents are always welcome at the beginning and end of sessions;
- Termly Parents Evenings;
- An end of year report is sent to parents;

Reception

- The teacher offers to visit all children in their home setting prior to their starting school;
- The children have the opportunity to spend time with their teacher before starting school during induction sessions and additional Forest School sessions.
- We invite all parents to an induction meeting during the term before their child starts school;
- Parents are offered regular opportunities to talk about their child's progress and to voice any concerns.
- There is a formal meeting for parents of children in Reception Class after 6 weeks in the first term to discuss the child's initial progress.
- Parents receive 2 further parents' evenings. A formal meeting in Spring term and an informal meeting in the summer term.
- At the end of the Reception Year the parents are given a summary document of the child's end of Foundation Stage progress, they will be given an opportunity to talk to the staff about this progress.
- A range of activities are planned throughout the year that encourage collaboration between child, school and parents: Class assemblies, Special Events, Sports Day etc;

All staff involved with the EYFS work hard to develop good relationships with all children, interacting positively and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS supported by the Teaching Assistant. In Pre-School each child has a named key person in the setting.

There are strong links between the Reception Class and Pre-School to ensure continuity between the 2 settings. There is a shared purpose-built outdoor play area and staff plan opportunities for shared activities throughout the year. During the Summer term the children who will be moving up to the Reception Class have opportunities to visit the Reception Class on a number of occasions and the teacher makes regular visits to the Pre-School to interact with and get to know the children. The EYFS teacher meets with Pre-School staff to discuss new intake children and their Learning Journey Profile. Staff and children from Pre-School are regularly invited to school events (Share days, Christmas productions etc.). Where children continue to attend Pre-School provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At OEFS we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. The learning environment for early years is purpose built for the EYFS: The Tree House Early Years Centre was built specifically for Pre-School education and the Reception classroom has been rebuilt to meet early years requirements.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around themes. These plans are used by the EYFS

teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation by the teacher and other adults as appropriate. As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using cameras, iPad/tablets, hand written observations, and staff notes.

Within the final term of the EYFS, we assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTED or EXCEEDING. We provide a written summary to parents and give an opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom 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 set up in learning areas, where children are able to find and explore equipment and resources independently.

The EYFS class has its own outdoor area in addition to accessing the whole school grounds. This has a positive effect on the children's development. Reception and Pre-School utilize the schools Forest Area and have a Forest School session each week throughout the year.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning

"Outdoor learning makes a major contribution to children's development. Young children will be missing out on important learning opportunities if quality outdoor provision is not available to them regularly." The great outdoors' by Margaret Edginton

We use the outdoor space as a natural resource for learning and provide the opportunity for children to access the outdoor area on a daily basis. We

- ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.
- ensure the outdoors offers children the opportunity to develop their gross motor skills.
- encourage the children to respect the outdoor environment and care for living things.
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors.
- Give children the opportunity to work alone or in collaboration with peers or adults.
- Teach the children to use tools safely and appropriately.

Learning and Development

At OEFS we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

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 EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- 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;
- 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;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play

"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.

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 satisfactions 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, they 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.

Areas of Learning

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

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| 1. Personal Social and Emotional Development | 1. Literacy |
| 2. Physical Development | 2. Mathematics |
| 3. Communication and Language | 3. Understanding of the World |
| | 4. Expressive Arts and Design |

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Policy date: April 2020

Review: Autumn 2023

Signed: DPostans