

EARLY YEARS FOUNDATION STAGE POLICY 2017/18

Flanderwell Primary School

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage 2 year.

Our early years setting at Flanderwell comprises of:

Pre-school – morning sessions over two terms, for children who have their 3rd birthdates between September 1st and December 31st and 1st January and 31st March.

Foundation Stage 1 – morning sessions

Foundation Stage 2 x 2 – full day provision

Our school also offers wrap around care for children, which includes an Extended Day facility for parents wishing their Foundation Stage 1 children to attend for full day sessions.

All our staff are fully qualified, have a wide range of experience and expertise in working with and educating children. They are committed to professional development and attend up to date training courses.

From time to time, our setting will have visiting student teachers and NVQ students, or volunteers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate and parents will be informed when additional adults join our setting.

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Flanderwell Primary School, 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, and celebrate successes and achievements, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and care is taken to assess the needs of each individual child in our setting from the age of 3 onwards. All children at Flanderwell Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

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 and interests, when planning for their learning. At Flanderwell, we understand that children learn in a variety of ways and are mindful of this when organising our continuous provision and when planning activities for groups.

All practitioners plan to need to meet the needs of boys and girls, children with different schemas; 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 set realistic and challenging expectations and continually evaluate our provision. We do this by regularly updating provision and practice through observing children's individual interests and then planning for 'next steps'.

Parents are encouraged to share any special need their child has on entry to the setting. A two way dialogue is kept between parents to ensure a child's personal needs are met. If a child is considered to show signs of having special needs, discussions will take place with parents as soon as possible. Our system of Early Intervention allows us to provide age appropriate programmes of support for children based on individual need. We have links with various agencies and when necessary their involvement may be required to support certain children. Our links with Maltby Stepping Stones Children's Centre allows us to quickly signpost parents who may also benefit from extra family support.

Parents/Carers will always be informed before an outside agency is asked to assist us to supporting their child.

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 and share stories which explore everyday situations. We understand that children should be allowed to take risks and that they need to be taught how to recognise and avoid hazards.

"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 Flanderwell Primary School, we understand that we are also legally required to comply with certain welfare requirements, as stated in the Statutory Framework for Early Years Foundation Stage.

In our setting we:

- promote the welfare of all children.
- ensure all adults who look after the children and who have unsupervised access to them are suitable to do so.

- ask parents to inform us of any foods/substances their children are allergic to and ensure that staff are aware of the precautions to take – an allergy information board exists in the staff kitchen with photos and names of children who have allergies. There is a designated member of staff for children with allergies.
- promote good health, preventing the spread of infection and ensuring children do not come into contact with foods/substances to which they are allergic and taking appropriate action when children are ill
- ensure that our accident logs are kept up to date and that medication including inhalers is suitably stored and checked for expiry dates
- ensure our first aid kit is checked and replenished
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- 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.
- ensure that all staff receive up to date child protection training and that this is regularly updated.
- ensure that staff are trained in paediatric first aid and that this is regularly updated.
- ensure that personal mobile phones, cameras and video/dvd recorders are not used anywhere within the setting and that all staff are aware of children whose photos must not be published for use other than in school.

Positive Relationships

At Flanderwell Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Providing parents with a weekly 'Learning Overview' which outlines activities and information for the week ahead.
- Holding welcome meetings for parents and sharing information about interests and needs, before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with queries and daily opportunities to share in a 'first task of the day'.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering three parent/key person/teacher consultation evenings per year, as well as opportunities to meet as and when the need arises.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents- including workshops related to the curriculum.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Pre-school sessions are offered from January to July and allow Foundation Staff excellent opportunities to begin forging relationships with children, before they begin Foundation Stage 1. We have strong links with schools within our Academy and Learning Community and regular meetings allow us to focus on continuous improvement to our practice and provision as well as coordinate a very effective transition process.

Enabling Environments

At Flanderwell Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. 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. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations, in an enabling environment.

It is important to us that children experience success, have fun and enjoy themselves whilst learning. All the staff in our setting work as part of a team to ensure that children have the very best opportunities. At Flanderwell Primary School, we place high value on our learning environments and the Foundation Stage classrooms are no exception. Practitioners create spaces which engage children's interest and cater for the range of ability and interest in the class. They allow children to explore and learn securely and safely and reflect theme and interest as well as celebrate children's work and achievements. A range of images is used to promote positive experiences and promote discussion among pupils.

All practitioners plan and work together to ensure continuity and progression, providing age and stage related activities and experiences to suit all children in the setting.

Children access continuous provision in both indoor and outdoor environments to initiate their own play and take part in planned adult-led activities. The Foundation Stage has its own outdoor learning space which can be freely accessed by both Foundation Stage classes during a day. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can still explore, use their senses but be physically active and exuberant. In this area, staff also provide planned activities for children, as well as giving opportunities for them to make their own choices.

We have all weather clothing and footwear available so children are protected and there are no barriers to learning.

Observation, Assessment and Planning

A continuous cycle of observation and assessment allows staff to plan challenging but achievable activities and experiences for all of our children.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected and none should have greater importance over another. Three areas are particularly crucial however, for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

At Flanderwell, we pride ourselves on fostering and developing strong relationships between home, school, partner schools and Places of Worship, in order to make links stronger for the good of the community as a whole. Children are encouraged to learn, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through sharing books, rhymes, role-play and during group/individual discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together. Children regularly speak about their achievements and the things they value.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas both indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff as well as contribute to imaginative stories.

Family members are invited into the setting to read stories to children and to join in during singing sessions.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities.

Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. We value the creative process and provide opportunities for children to practise key skills. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various times during the year, children

are given opportunities to participate in school productions, assemblies and class performances for parents.

Further information about the Early Years Foundation Stage can be found at:
www.foundationyears.org/uk