

# **Leen Mills Primary School**

## **Early Years Foundation Stage Policy**

### **Introduction**

This document outlines the provision Leen Mills Primary School offers to all its pupils aged four to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS).

The Foundation Stage has its own framework and is therefore treated as a separate Key Stage. Foundation Stage 2 (F2) refers to four to five year olds and was formally known as Reception.

Early childhood education is valued in itself and should not be seen merely as a preparation for the next stage in learning.

This policy has been informed by DfES documentation and Nottinghamshire Education Authority.

### **Aims**

We have agreed to adopt the principles from the Early Years Foundation Stage (EYFS) Framework.

### **Effective Early Years Education**

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At Leen Mills we believe that children develop rapidly during the early years - physically, intellectually, emotionally and socially. Practitioners ensure that all children feel included, secure and valued. Early years' experience builds on what the children already know and can do. Therefore no child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, an early year's curriculum should be carefully structured, recognising different starting points and relevant to levels of need.

There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves.

Practitioners must be able to observe and respond appropriately to children and be informed by knowledge of how children develop and learn.

Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process.

For children to have rich and stimulating experiences, the learning environment should be well planned and well organised.

Above all, effective learning and development for young children requires high quality care and understanding by practitioners.

### **The Early Years Framework**

The Early Years Framework, in its current form, became statutory in September 2012. At Leen Mills Primary school we adhere to this new framework. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors.

The seven areas of learning and experience, ages and stages, and the Early Learning Goals now provide a National Framework for individual schools and other pre-five settings in planning, teaching and assessing the early year's framework. They also provide an essential link between the pre-statutory framework and the Key Stage One programmes of study. We have adopted these areas of learning and experience and the national ages and stages, as the basis for our planning as they provide a framework which enables us to achieve our aims for children of 4 and 5 years.

### **The Seven Areas of Learning**

The seven areas of learning covered by the framework are:

#### **PRIME AREA: Personal, Social and Emotional Development (PSED)**

This area has three sub-sections

- Making Relationships,
- Self-confidence and Self-awareness and
- Managing Feelings and Behaviour.

The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

#### **PRIME AREA: Communication and Language (C and L)**

This area has three sub-sections.

- Listening and Attention,
- Understanding

- Speaking.

These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking, listening and understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

### **PRIME AREA: Physical Development (PD)**

This area has two sub-sections

- Moving and Handling
- Health and Self-care

This covers both fine and gross motor development and keeping healthy. Physical Development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

### **SPECIFIC AREA: Literacy (L)**

This area of learning has two subsections

- Reading
- Writing.

The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage at Leen Mills.

### **SPECIFIC AREA: Mathematics (M)**

This is broken down into two sub-sections.

- Number
- Shape, Space and Measures.

These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas. Number skills are promoted daily in the Foundation stage at Leen Mills.

### **SPECIFIC AREA: Understanding the World (U W) :**

This area of learning has three sub-sections

- People and Communities
- The World
- Technology

This area of learning and enquiry focuses on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

### **SPECIFIC AREA: Expressive Arts and Design (CD)**

This area of learning has two sub-sections

- Exploring and using media and materials
- Being imaginative

This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

### **Planning**

At Leen Mills Primary School planning is divided into long term, medium term and short term.

- Long term plan state the topics to be covered for each year.
- Medium term plans illustrate the objectives being taught each term and suggested activities.
- Short term or weekly plans, show specific activities planned to achieve the objectives.

Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day. Mixtures of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme.

The children begin by having free choice of activities for most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One framework.

### **Outdoor Play**

In the Foundation Stage the outdoor play space is very secure and provides a safe play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor play is a very important part of children's development. Across the Foundation Stage we try to encourage free flow between the classrooms and outdoor area. We endeavour to staff the outdoor areas for the majority of the school day.

All six areas of learning are accommodated in outdoor activities.

The children in the Foundation Stage also have access to the main school grounds.

### **Resources**

All resources are stored in suitable containers and are kept clean and dry. Outdoor apparatus and larger indoor apparatus are inspected regularly for signs of wear and tear.

Damaged or broken items are repaired or disposed of safely.

### **ICT**

Within the Foundation Stage the children have free access to computers, an interactive whiteboard, a listening station, and programmable toys.

### **Educational visits**

Within the termly topic there are occasions when we take the children out of the immediate school environment. These may take the form of walking to the post office, local shops or library, or may venture further afield for example to Perlethorpe environmental centre or Newstead Abbey. Parents will be informed of these visits and permission to take children out of school will be sought and appropriate risk assessments made.

Also there are occasions when people from the local community are invited into school to talk to the children. These people may include the police, ambulance and fire services, local doctors, nurses and clergy.

### **Organisation of classes**

The foundation stage is housed within a 60 place open plan unit. The children are divided into two groups of 30 supported by a class teacher and a fully qualified teaching assistant.

The children will spend a maximum of three terms in the Foundation Stage. The school day begins at 8.40am and ends at 3.15pm. All children must be accompanied to and from school by a known adult.

During the morning a piece of fruit and a carton of milk are available for each child. The children also have access to water. Children have a meal provided by the school during the lunchtime period. Alternatively children may bring a packed lunch from home.

The Foundation Stage is led by the Foundation stage manager.

## **Discipline**

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school. We operate reward systems and praise good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school approach to discourage disruptive behaviours. The children are encouraged and praised for following the school rules.

## **Whole School Activities**

The children in the EYFS join with children in Key Stage One for playtime in the morning and they sit alongside the rest of the school for their lunch.

They join the whole school on special occasions, eg Christmas activities.

The children join the rest of the school in the latter part of the year for whole school assemblies in readiness for entry into Key Stage One.

The Foundation Stage children also stage plays at Christmas to which parents are invited.

Children in the Foundation Stage have timetabled hall slots for PE lessons each week which incorporate all areas of physical development and a timetabled music session. Both these activities are led by specialist teachers.

The children also have a designated weekly computer session, where specific skills are taught.

## **Information for Parents and Carers**

Children enter the Foundation Stage 2 classes in the September of the school year in which they are five. Places in Foundation Stage classes are offered in accordance with Nottinghamshire Local Authority.

At Leen Mills Primary School we provide parents with a school brochure on entry. This brochure contains all current information for our early year's provision and the school. Information is also available on the school website.

Parents are invited to attend an afternoon meeting before their child starts school and the children will attend a morning or afternoon session to familiarise themselves with the area and get to know their teacher.

Information on emergency contacts and medical conditions is collected for each child and regularly updated.

Parents and carers are encouraged to attend our termly Parent's Evenings and special events.

Throughout the year evidence is collected to inform teaching staff and parents of the children's progress. This is presented in the form of an 'I Can' folder. This is sent home periodically through the year for parents to share with their child and is then returned to school.

At the end of the year we provide a written report to be found at the end of their 'I Can' folder that informs parents and carers of their child's ability to engage with other people and their environment, to play and explore their environment independently and to actively learn, create and think critically.

Letters and texts are sent home to parents to inform them of special occasions and day to day issues. Half Termly themes and topics are available on the school website.

Parents are welcomed into school on a daily basis to discuss any worries or questions they may have. Parents are also welcome to help out with activities during the term.

### **Health and Safety**

All reasonable measures are taken to ensure the safety of all children in the Foundation Stage. Medicines are kept in the main office and documentation is signed and approved by parents or carers before the administration of any medicines.

No hazardous substances are used within the setting.

### **Assessment & Record Keeping**

Children are assessed on their entry to the Foundation Stage on basic social, linguistic, mathematical and physical skills and the information is recorded using the foundation stage tracking document and electronically.

In accordance with the EYFS Framework, regular observations of the children are carried out. These enable staff to monitor both the learning that is taking place and the provision to support each child's learning needs. Early Years value the complete child; therefore, all subjects are treated equally. No child is subjected to testing in the Early Years. Each class teacher keeps an assessment folder and data is recorded electronically.

All information can be viewed by parents and carers if requested.

### **Special Educational Needs**

Continual informal and formal assessments undertaken by staff provided opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring.

Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENCO, and advice may be sought from other agencies e.g. Speech and Language Therapy Service, Physiotherapists, Educational Psychologist.

In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.

Some children with special educational needs may be identified before entry to school, through liaison with other agencies. Information is also exchanged through links with Pre School and parents. Any child identified with special educational needs that are not deemed to be met by the existing curriculum will follow an Individual Education Programme which will specify differentiated provision.

### **Equal Opportunities**

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Please refer to the separate Equal Opportunities Policy.

### **Transfer to Key Stage 1**

Before the children transfer to KS1 teachers discuss the progress and needs of individual children and concerns are addressed. The Head Teacher is made aware of any issues arising from discussions.

The child's Foundation stage profile transfers with them in order to formally inform the KS1 teachers of their progress.

### **Staff Development**

Areas of staff development are identified and used to inform the whole school management plan.

The means of effecting staff development may be via



- Staff meetings
- Relevant reading
- Inset days
- Network meetings
- Visiting other schools and nurseries
- Imparting expertise from other staff to individuals
- Hucknall 'Family of Schools' meetings

### **Quality Assurance**

Medium term planning is monitored by the Head Teacher, Deputy Head Teacher and Foundation Stage manager.

Planning is evaluated to enable practitioners to plan accurately and effectively.

Policy Reviewed May 2014

Next review date May 2017