

Early Years

Policy

EYFS

(Early Years Foundation Stage)

It will be reviewed in accordance with the schedule set out in the SIP.

Policy discussed and reviewed by staff: Autumn Term 2014

Policy discussed and agreed by Governors: Autumn Term 2014

Date of review: Autumn Term 2015

Introduction

In the early years the curriculum for the foundation stage should underpin all future learning by supporting, fostering, promoting and developing children's physical and intellectual growth. The guidance provided by QCA for early years practitioners together with the strategies for literacy and numeracy sets out a framework from which we can address the needs of four and five year old children. Well-planned, purposeful activity and appropriate intervention by adults and pupils will engage children in the learning process and help them make progress in their learning. All children have an equal opportunity to profit from this stage of their education regardless of gender, social or ethnic background.

Aims for the Foundation Stage.

- To provide for a child's personal, social and emotional well-being as a valued member of the school community.
- To encourage positive attitudes and dispositions towards their learning enabling pupils to become more independent learners.
- To develop social skills which will enable them to learn cooperatively and work harmoniously with adults and children.
- To increase their attention skills and persistence in solitary and group tasks.
- To extend the range of vocabulary and communication skills which they use and to listen carefully.
- To develop their literacy and numeracy skills by introducing children to a rich variety of texts and activities.
- To provide children with experiences which will increase their knowledge and understanding of the world.
- To provide a safe environment where children can improve their fine and gross motor skills.
- To develop children's creative abilities and love of art.

Principles of Teaching and Learning.

- We will provide and a stimulating, caring, well-structured enabling environment which includes the children's interests.
- We will foster a climate in which children are valued as individuals and motivated towards independent learning.
- We value parents as partners in the education of their child.
- We will build upon the child's previous experience.

- We will ensure that teaching is well-planned and purposeful.

Areas of Learning and Early Learning Goals

We follow the Early Years Foundation Stage Profile for the Reception year. We record our Reception children's individual progress in their personal EYFS Profile. Our Reception children have equal access to those topics at an appropriate level and are taught in a vertically grouped class. The foundation stage curriculum is organised into six areas of learning:

- personal, social and emotional development;
- communication and language;
- physical development
- mathematical development;
- literacy
- understanding the world;
- physical development;
- expressive arts and design .

The Early Learning Goals establish expectations for most children to reach by the end of the foundation stage.

The early learning goals are in line with the objectives in the frameworks for teaching literacy and mathematics and the other areas of the curriculum. The guidance for other areas of the foundation stage enables teachers to plan for a smooth transition to the new Primary Curriculum for Key Stage 1. By the end of the Foundation Stage some children will have exceeded the goals. Other children will be working towards some or all of them. Children are assessed as emerging, expected and exceeding against Development Matters guidance.

In Bury School there is a consistency of approach and of expectation with regard to behaviour, manners, work ethic and attitude to others set within a caring and supportive atmosphere. We encourage and expect self-sufficiency in dressing, toileting, finding and replacing classroom equipment, looking after their own possessions and taking a part in classroom duties.

Routines

Reception children follow the same basic routines as the rest of K.S.1 children. They join in with every aspect of school life from the first day of entry.

During learning opportunities children may be required to work alone, in pairs or groups according to the task, sometimes utilising School House and the outside environment as a base. The tasks will provide ample opportunities for children

to explore, practice, and develop skills through play activities. They have the support and guidance of a classroom assistant or the class teacher to help them with their task.

When they are old enough to stay all day the children eat their lunch-time meal at a table with the teacher on duty who reinforces good manners and habits. They learn the lunch-time routines and are encouraged to eat and drink what their parents have provided for them.

Home / School Liaison

Every effort is made to establish good communications between teaching staff and parents/carers. We have an "open door" policy at the beginning and end of the school day. This is a time for informal exchanges. Parents may ask at any time about their child's progress, but if a detailed answer is needed we will make a timed appointment that is mutually convenient.

There is liaison with the local pre-school provision in different settings to ensure a smooth transition. Furthermore, to welcome and induct new pupils and parents an information/coffee morning and visit day are held in the Summer term.

Assessment and Reporting

- Parents receive weekly newsletters of learning that has happened that week in class and what to expect the next week to maintain the child centred curriculum.
- Regular child initiated, adult directed and independent observations of children and their work are made and findings are recorded each term and compiled into a learning journal.
- Consultations with parents take place twice a year. Parent's contributions are added to a child's report.
- We keep a Foundation Stage profile for each child for the purpose of informing future teaching in accordance with the W.S.C.C. procedure graded against Early Learning Goals at the end of the year.