



Landulph School

Early Years Foundation Stage Policy



Our Philosophy

Early childhood is the foundation on which children build the rest of their lives. At Landulph School we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected, however, at Landulph School we do recognise the importance of strong Personal, Social and Emotional Development (PSED), Communication and Language Development and Physical Development in determining children's future outcomes in learning. Through our enabling environment and with positive relationships each unique child can learn and develop individually to enable them to achieve their full potential. We are committed to a principle of 'Learning through Play' whereby children and adults engage and develop the 'Characteristics of Effective Learning'. Through playing and exploring, as active learners, where creativity and critical thinking is developed, supported and extended, and all areas of learning and development are implemented.

The Early Years Foundation Stage

The EYFS is based around four key themes:

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

With each theme, it is linked to an important principle:

A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments - 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 carers.

Learning and Development - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

At Landulph School we adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

Aims and Objectives

To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.

- To develop warm and secure relationships between children and adults;
- To provide a high quality curriculum in line with the statutory framework for the early years effective September 2014;
- For the children to become aware of moral and social values;
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication;
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.

Parent Carer Involvement

Parents and carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We work hard to ensure that parents/carers and staff work together to encourage children to develop positively.

- Home visits help to begin the partnership between parents and the school, and give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and preschool to primary school a happy and relaxed experience. Although home visits are always offered, parents can choose a school visit if preferred.
- Parents are invited to an evening meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the Head of School, Class teacher and Early Year's Governor. The induction meeting also provides an opportunity for the parents to become familiar with the environment in which their children will be taught. A variety of resources and an introduction to the EYFS are discussed in an informal setting.
- Parents/carers are encouraged to settle their child/children in the morning and choose an activity/resource to use with their child. - Children's work is displayed for children to show to parents/carers.
- Learning Journeys are shared with parents at regular intervals and are always available for parents and children to access and contribute to.
- Wow moment slips are sent home at regular intervals throughout each term to encourage parents/carers to share children's learning and achievements at home.
- A weekly 'We have been Learning' information sheet is given on a Friday to summarise new learning.
- Resources are displayed in the classroom for the children to share with parents/carers.
- Home learning activities are set weekly for parents/carers to do at home with children.
- Parents/carers are also invited to a half-termly progress meeting in order to discuss children's progress and target areas, with a particular focus on the long term planned observation form.

Transition

At Landulph School our aim is to establish a smooth and successful transition to school. This is facilitated by:

- An initial home visits to parents/carers in the Summer term prior to entry.
- A Foundation class information evening for parents/carers.
- Regular meetings with the Preschool providers to establish a Baseline Assessment during the Summer term prior to entry.
- Several transition afternoons to ensure all children feel familiar and confident with the new environment.
- A settling in period in September with the first three weeks including options for a part time start allowing time for the children to successfully adapt to the classroom routines and environment.

The Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. This enables the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected. However, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **Prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **Specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development with all areas of learning planned for within our Continuous Provision.

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Through adapting and tailoring the role play area to the children's interest and by encouraging children to express themselves through a wide range of activities this area of learning is developed.

- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control,(including pencil grip) and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. This area is developed through monitoring children's fine and gross motor skills and adapting learning accordingly. At Landulph School children enjoy a wide range of physical activities including P.E, Outdoor Learning and activities which promote a healthy and balanced lifestyle.

- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. We feel at Landulph School this area is crucial to a child's well-being and development and as such we tailor activities accordingly. Through small group work, role play scenarios and positive role modelling within the mixed age group setting children are nurtured and are therefore able to develop this crucial area of learning.

• **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials, including, books, poems, nursery rhymes and ICT based texts to ignite their interest and develop this life-long learning skill. Within the Foundation Stage children have access to a wide range of stimulus which develops this area, including a daily systematic phonics input through the Floppy Phonics Programme. At Landulph School we also appreciate the value of providing children with high quality texts and picture books, creating an environment where books and reading are enjoyed and valued and positively reflect a diverse range of languages and cultures. With regards to developing children's writing skills children are provided with many differing mediums to mark-make both inside and outside the foundation setting which can be accessed freely and spontaneously.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. At Landulph School children enjoy practical based, mathematics activities which ignite their curiosity by working in small groups and using strong visuals and models to scaffold their learning. Within the foundation setting we also feel it is important that children have a variety of opportunities to talk about their mathematical experiences and to relate situations in all play activities, developing their understanding of number and mathematical concepts.

• **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Through our thematic planning children experience a rich and varied topic based curriculum which develops their curiosity and interest in the World and the environment in which they live in. Opportunities within this area are also provided through the use of Forest School activities and the outdoor learning environment where children have access to seasonal activities including planting, cooking, wood work, clay and sensory experiences.

• **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. In accordance with the Early Years Foundation Stage, and following the learning through play ethos using continuous provision, all children are entitled to:

- A stimulating environment in which creativity, originality and expressiveness are valued.
- Sufficient time to explore, develop, revisit and finish working at their ideas.
- Opportunities to work alongside artists and other creative adults.
- Experiences that enable them to express their ideas through a wide range of types of media.
- Acknowledgement and celebration of their diverse and specific needs, interests and cultural beliefs.

At Landulph School we plan learning experiences that develop creativity and support children's schemas and interests. Through tailoring activities which respond to children's creativity throughout all aspects of the curriculum children develop confidence with regards to expressing themselves through a variety of mediums. We value and appreciate our children's painting, drawing, sculpture, dance, music and imaginative play at every stage of their development and we feel the environment and continuous provision allows children to flourish in this area.

Evaluation and Assessment

At Landulph School we feel evaluation and assessment to be crucial in providing a high quality foundation stage provision.

We use a variety of assessment methods in order to monitor and record children's progress. These methods are as follows:

- Evidence of children's progress is monitored through daily internal assessment using incidental observation forms linked to the seven areas of learning and development. We complete incidental observation forms for the children daily in order to record their development through play and their interaction with peers.
- Throughout the term, children are monitored with regards to their personal strengths and areas for development. This long term observation carried over a weekly period allows the foundation team to have an informed and focused assessment, creating a detail picture highlighting children's target areas.
- Children are assessed and monitored with regards to the Characteristics of Effective Learning, monitoring their engagement, motivation and thinking.
- Throughout the foundation stage, children are formatively assessed using the eProfile proforma. Data and progress are entered using the summative assessment accumulated throughout the year.
- Pupil Progress meetings happen three times a year alongside the Head of School to monitor the progress made by each individual child to ensure that at least expected progress can be made throughout the year.

The foundation stage provision is also monitored and evaluated regularly.

- Evidence of quality teaching and curriculum is monitored through classroom observations of teaching and learning and provision, book and planning scrutiny, teacher and TA performance Management alongside Pupil Progress meetings.
- Evaluation occurs through discussion and dialogue at weekly team meetings, weekly teacher staff meetings and observations carried out by the Head of School and the leadership team. In addition, annotations are included on daily planning and weekly play plans.
- Termly meetings as well as informal discussions with the EYFS Governor take place and this is reported back to the Full Governing Body.

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Date Ratified by Governors:

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