



'Inspiring Confident Learners, Reflecting Christian Values'

### **Early Years Foundation Stage Policy:**

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'.*

EYFS Statutory Framework, Outcomes and Development Matters.

#### **Rationale:**

The Early Years Foundation Stage is a curriculum specifically tailored for children aged from birth to five years which is when children complete their Reception Year. The Foundation Stage is made up of seven areas of learning. The prime areas are Personal, Social and Emotional Development (PSED) Communication and Language (C&L) and Physical Development (PD). These are underpinned by the specific areas of Literacy (L), Mathematics (M) Understanding the World (UtW) and Expressive Arts and Design (EAD).

The children learn through a range of activities that are planned through meaningful play based opportunities. This will include a balance of focus teaching, independent learning, structured play and child initiated play opportunities and challenges. This will progress as children move through nursery into the reception classes. Generally, there will be more adult-initiated activities as the child becomes older.

Christian values of friendship, community and compassion underpin the ethos of the school and are reflected in the activities that are planned and delivered to the children throughout the Foundation Stage.

#### **Aims:**

The Early Years Foundation Stage classes at Filey C.E Nursery and Infants Academy provide a high quality teaching and learning environment, which follows a developmental and structured approach to the teaching of the areas of learning.

We will do this by:

- Recognising individual differences and providing a quality provision for all, irrespective of special needs, gender, race or religion.
- Fostering good relationships with parents and to encourage participation in their child's learning.

- Ensuring that all children have access to the curriculum and make progress by providing a wide range of opportunities for children to learn through practical experiences.
- Monitoring the children's learning through observation, discussion and assessment techniques.
- Assessing a child's achievement and progress which will support the school tracking and target setting processes.

### **Our Provision:**

- We create a happy, safe, secure, atmosphere where children can reach their full potential.
- We plan an appropriate curriculum from the expectations set by the revised Early Years Foundation Stage Curriculum (last updated July 2014)
- We assess and record attainment and progress and often plan activities which incorporate children's interests.
- We plan and encourage activities which develop sharing and collaboration.
- Speaking and Listening is integral to all the areas of development and central to our learning.
- For children who need support to develop their communication needs we plan and deliver the 'Every Child a Talker (ECaT)' programme. This is tailored to support a child's specific strand of language. We focus upon listening and attention, receptive language, expressive language and social communication. This is assessed termly.
- We use outdoor provision to support all areas of learning. The outdoor environment is an alternative space for learning where children can access activities different from those provided indoors.
- We work closely with parents/carers to share and celebrate children's progress and achievements.

The aims will support and assist the children to develop the skills that they will need to reach their full potential and move into the Key Stage 1 (KS1) classes.

### **Admission/ Setting:**

#### **Nursery:**

Children are invited to start nursery within the term of their third birthday. However funding is only eligible the term after their third birthday. At Filey C.E Nursery and Infant Academy we believe that starting nursery as soon as possible supports emotional well-being and aids a smooth transition. All parents are offered the universal entitlement of fifteen hours per week which is funded by the government. For those working parents that meet the criteria we also offer the extended entitlement of thirty hours. We offer flexible hours which can be taken in a variety of ways: two and a half days, five mornings or five afternoons. Parents can also choose to split both the fifteen and thirty hours funding with another provider, if they so wish. The nursery children are invited to stay for lunch three times a week (15 hours) and each day if attending full time. They may choose between packed lunch and school dinners. We are a fully inclusive nursery and welcome all children irrespective of their diverse needs. Children do not have to be toilet trained to start in our nursery. Our experienced team will work closely with parents to begin a toilet training programme when each child is developmentally ready.

## **Reception:**

All children are admitted into the Reception year during the first week of the school year in accordance with the schools admission policy and LA guidelines.

Children are put into parallel registration classes and are taught in classes, groups and individually. The children are encouraged to develop their independence and access the areas of learning during free flow play opportunities.

We succeed with our aims by implementing the following procedure:

- We invite parents to a prospective parent afternoon or evening where we introduce the staff who will be working with their children. We share our curriculum and outline the type of activities their children might be involved in.
- We work with local providers and offer a variety of transition visits prior to entry into reception.
- In the early days we encourage parents/carers into the classroom to help their child settle in. This provides the staff and parent/ carers the opportunity for regular discussions enabling school and home to work closely together in partnership.
- Once the children have settled into their classes, we have regular 'Fun to Learn' sessions where parents and carers are invited to join their children and share some of the play based learning that enhances our curriculum.
- Parents are invited to a parents evening once a term to share their child's achievements.
- We work closely with colleagues in Key Stage 1 (KS1) to provide a smooth transition from the Foundation Stage into the children's next classes.

## **Monitoring and Assessment**

The Foundation staff make regular observations of the children in their work and play which then informs future planning (next steps in their learning). These observations together with photographs are put into individual children's learning journeys and can be accessed freely by parents/carers as they are displayed in a central monitored area. iPads will be used to record electronic observations which will be backed up securely on the schools server. These observations will be printed out and filed into individual learning journey folders. Staff welcome any comments or feedback to enhance learning and development across all areas of the curriculum and encourage parents/carers to complete a section in the learning journey at any time. Parents/carers are also encouraged to extend this process by writing in their child's 'Sharing Book' as often as they so wish. This is a valuable tool that helps us to understand more about your child outside school but it also develops confidence and self-esteem immensely because the children are excited and proud to share their experiences with the staff and their friends.

During the summer term the Early Years Foundation Stage data is collated and entered onto the schools tracking system and forwarded to the Local Authority. A summary of a child's learning is included in their annual report.

Reviewed – September 2018

Next review date – September 2019

**Signed:** .....

**Date:** .....

**Subject Governor:**