

TONBRIDGE FEDERATION POLICY

Policy name	Early Years Foundation Stage Policy
School in which policy applies	Long Mead Primary School
Date written	October 2021
Date agreed by Governing Body	
Date of renewal	
Senior member of staff with oversight	
Governor with oversight	

TONBRIDGE



FEDERATION

Early Years Foundation Stage Policy

In the Long Mead Foundation Unit, we believe that early childhood is the foundation on which children build the rest of their lives. Our aim is to provide a caring and stimulating environment where every child feels empowered to develop as an independent learner.

Our practitioners will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development.

We recognise that starting in the preschool and the school can be a stressful time for both the child and the parent. To support the smooth transition into the preschool and school, we plan to meet the needs of child and their family through an induction programme to enable a happy entry into the preschool, reception and beyond to ensure ongoing well-being.

In our Foundation Unit we embrace the Statutory Framework for the Early Years Foundation Stage (2021) and Birth to 5 Matters (2021). At the end of the Early Years Foundation Stage the children's learning and achievement will be recorded by completion of the Early Years Foundation Stage Profile.

The Early Years Foundation Stage is based upon four themes:

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

A Unique Child

In the Foundation Unit, 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, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children in our Foundation Unit 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 when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, 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.

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. Children should be allowed to take risks, but 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.”

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

Within the Long Mead Foundation unit we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs. See Culture, Conduct and Community Policy.
- Ensure all adults who look after the children, or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that when children have access to the internet the key principles of e-safety are applied and pupils are taught directly about the possible dangers and consequences of misuse of the internet.
- 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.

Positive Relationships

In Long Mead Foundation Unit we recognise that children learn to be strong, confident and independent from being in secure relationships. We model and foster respect, empathy and caring relationships; we encourage understanding of self and a responsibility to others.

So that we can play and learn safely and happily in Long Mead Foundation Unit we will:

- Be kind and helpful
- Respect others
- Work hard
- Look after property
- Listen to people
- Be honest

Parents as Partners

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:

- Talking to parents about their child 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 and encourage them to speak to their child’s teacher or key person to share any celebrations, concerns or worries.
- Sharing regularly the children’s ‘Learning Journey’ with parents and valuing the ongoing contributions to this from parents.

- Offering two parent/teacher consultation evenings per year when 'My Unique Story' documents are completed.
- 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:

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.

Enabling Environments

We will use information from parents and preschool settings to inform our knowledge and understanding of every child. In school we will observe children and will frequently note down what we observe. We will analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

We maintain books and files, which document the child's learning journey. These include observations, photos and examples of their work. Photos will be taken by staff using school cameras or the school mobile phone. Personal mobile phones will never be used. We encourage children and parents to make contributions to their child's learning journey books and to access them. We also share the individual books with parents during parent consultations. For the children in reception, we use our knowledge of the children and evidence collected in the children's learning journey books, to inform our judgements and to support completion of the Early Years Foundation Stage Profile. At the end of the Foundation Stage families are welcome to keep their child's learning journey book.

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved; extending their ideas and experiences. The learning environment will comprise of the inside and outside areas. Both, which are of equal importance, will be available to the children and resources will be reviewed regularly in order to make the best provision for the children's learning and development. Children will have the freedom to move from one to the other during their Child Initiated activity.

Learning and Development

In the Foundation Unit we believe children learn best through real experiences and active learning. We know Children learn at their highest level when at play; therefore, we try not to make a distinction between play and work. We provide a daily routine for the children, which provides for Teacher Directed, Teacher Initiated and Child Initiated learning opportunities. We support children's learning throughout the Child Initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning.

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. 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.

Prime Areas:

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

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

The Characteristics of Effective Learning underpin all areas. These are:

- Playing and exploring
- Active learning
- Thinking creatively and critically

These are the ways in which a child engages with other people and their environment. They support learning and development across all areas and support the child to remain an effective and motivated learner.

We believe that it is vitally important for adults to support children's learning through play. Learning is personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking.
- Extend vocabulary, knowledge and skills.
- Encourage independence.
- Add resources that stimulate, motivate and engage the learner.
- Demonstrate / model and work alongside children.
- Help children to see links in their learning.
- Support and encourage.
- Encourage children to be problem solvers, problem setters and investigators.
- Re-direct the play if necessary.
- Help children to learn how to negotiate and resolve conflict.
- Promote children's well-being.
- Observe and assess learning.
- Record judgments and plan for next steps in learning.
- Provide feedback to child/other adult/parents.
- Ensure the environment is safe and secure and that the Welfare Requirements are in place.

Assessment

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. We will always aim to make this a fun one to one time that each child has with their teacher.

At the end of the reception year, staff will consider all 17 Early Learning Goals in order to complete the Early Years Foundation Stage Profile for each child. Each child's level of development is assessed against the Early Learning Goals to determine if the child is meeting the expected level of development, or not yet reaching the expected levels.

Ongoing assessments and information will be gathered from the children throughout their time in preschool and reception. This knowledge is used to ensure that planning meets the needs of all learners. Information is collected from:

- Focus observations, photos and notes (Learning Journey entries).
- Talking and interacting with children throughout all adult directed and child-initiated sessions.
- Discussion with parents/carers.
- Completing tracking data.
- Collecting paper evidence of mark making, child voice and parent contributions.

References

Please see: Health and safety policy, Equal opportunity policy, Teaching and learning policy, Culture, Conduct and Community Policy, Statutory Framework for the EYFS (2021), Birth to 5 Matters (2021)