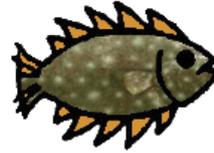


Flookburgh CofE Primary School



*Together, we believe, anything is possible*

## Mission Statement

*'Together, we believe, anything is possible'*

**EARLY YEARS FOUNDATION STAGE POLICY  
2018 – 19**

**APPROVED BY:**

**Name:** Dr. P. Napper

**Signed:**

**Date:** 01/10/18

**Review Date:**

May 2019

## **1. Introduction**

At Flookburgh CofE Primary School we believe that good early years education in the Early Years Foundation Stage is essential because it provides a firm basis for future learning and development. The experiences offered to children will be appropriate to their own developmental stage, emphasising children as initiators and decision makers, constructing their own knowledge through active learning. Careful attention will be paid to both the content of the curriculum and the way in which the curriculum is offered through both child initiated and adult led activities.

## **2. Aims**

At Flookburgh CofE Primary School, we aim to:

- Provide a happy, secure, well ordered and stimulating environment, where children can develop as individuals through interacting with other children and sensitive adults
- Offer a broad and balanced curriculum. This extends previous learning, and covers all seventeen aspects as outlined in the Early Years curriculum (see: Development Matters)
- Ensure the children develop positive attitudes to learning, self-motivation, curiosity, confidence and responsibility
- Provide children with first hand learning experiences rooted in purposeful play in which they can become actively engaged, expressing thoughts, ideas and feelings
- Develop the whole child socially, spiritually, emotionally, physically and intellectually
- Develop and maintain partnership with parents
- Encourage independence with children taking some responsibility for their own learning and time management within a structured session
- Provide a climate of mutual trust and respect where children can learn to live in a large social group, developing empathy and consideration towards others

## **3. Early Years Organisation and Structure**

- Nursery and Reception children are taught together in the mornings as Class 1. Nursery provision ends at 12:00pm with the children being collected from Class 1 to go home. Reception children move across to Class 2 for the afternoon to continue their learning. Afternoon activities are a mixture of Reception only work (TA led) and work alongside the rest of Key Stage 1
- Class 1 has its own dedicated outdoor space where children can play freely and safely
- The staff set high expectations for children's attainment and progress. Teaching will incorporate a balance of approaches and groupings, appropriate to the ages and developmental stage of the children and what is being taught
- Sessions are organised so that there is a balance of teacher directed and child initiated activities
- The children's own interests and experiences are valued and their learning will take these into account.
- Teaching will include the wider curriculum which promotes the development of the whole child and which includes the opportunity to explore the unexpected

#### **4. Planning for the Early Years Foundation Stage**

The Early Years Foundation Stage is based upon the seven areas of learning and development:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Continuity and progression through the Early Years Foundation Stage is ensured through the use of themed plans and areas of continuous provision. Planning may be adapted to take advantage of the unexpected and the interests of the children.

Planning takes the form of:

1. Long term plans, taking the forms of:
  - 2-year cycles of the school's Christian and British values which are embedded in our learning
  - Termly overviews which outline the texts and calendar events are topics are based upon
2. Weekly plans for:
  - Phonics
  - Mathematics
  - English
  - Continuous Provision
  - These include specific activities, differentiation and organisational management including the role of adults.
3. In Class 1, Religious Education is taught each week on a Friday morning. Topics and activities are planned for in accordance with the term's Christian Value and observances of events in the Christian calendar (primarily Christmas and Easter). Alternate activities are provided for those children which do not observe these events. Reception join the whole school for Collective Worship on Monday mornings; we hold a class worship on Thursday mornings.

#### **5. Assessment and Monitoring**

Records are kept of each child's development and achievement through the Early Years Foundation Stage in the form of observations, annotated examples of work and photographs. Each topic covered has its own evidence book, in which is kept examples of children's writing, artworks and photographs of activities. Evidence of R.E. learning is recorded in the same fashion. All children have their own mathematics book in which evidence of learning is recorded daily.

A tracking folder is kept which details each child's progression throughout the Early Years Foundation Stage; this is updated at least termly. Areas of weakness are identified throughout the year to inform planning.

Each child in the Early Years Foundation Stage has an electronic learning journey, created using the *Tapestry* system. This is accessible only by password; accounts can only be accessed by school staff and each child's nominated adult. *Tapestry* accounts are only accessible by parents during holiday periods.

There are opportunities for parents to meet termly with the teaching staff to discuss the progress of their children. Parents may make appointments to meet with staff at any other time if they wish, and are able to discuss concerns with the class teacher before school each morning during parents' visiting time.

## **6. Special Educational Needs**

Please refer also to the schools SEN policy.

The school will identify children with SEN at the earliest opportunity, using observations and assessments.

Parents will be involved at all stages and children with SEN will experience a differentiated curriculum as required by their IEP, which meets their needs.

Early Years Foundation Stage staff meet with the SENCo each term to discuss SEN updates.

## **7. The Role of the Adult**

The governors have a responsibility to:

- Agree the policy

The Head teacher has a responsibility to:

- Oversee the policy and promote the development of the policy

The Early Years Foundation Stage leader has a responsibility to:

- Ensure the policy is implemented consistently
- Monitor and plan the curriculum
- Ensure children's progress is recorded effectively
- Liaise with SENCo and other agencies
- Keep informed about current developments through training opportunities and local schools cluster meetings
- Ensure that all resources are effectively managed
- Help children to develop positive attitudes to learning
- Develop and maintain positive relationships with parents and carers

Teaching Assistants have a responsibility to

- Support the class teacher in implementing the policy
- Support the class teacher in ensuring progress is recorded effectively
- Contribute to IEPs as appropriate

- Develop and maintain positive relationships with parents/carers

## **8. Relationships with Parents and Carers**

The school recognises that parents are the child's first educators and that a partnership between home and school is vital.

There is a rota for parental help in Class 1 for the Nursery parents; Reception parents are welcome to help in the class also.

The school will ensure that parents receive regular information about what happens in school through newsletters and face-to-face contact. Parents of both Nursery and Reception children are welcome to bring their children into the classroom each morning and see that they are settled.

## **9. Children's Welfare**

Parents must complete an emergency contact form for all pupils.

The health and safety of pupils will be ensured by the school's Health and Safety Policy. All staff must adhere to this.

The school has a Bullying and Behaviour Policy that is also applicable to the Early Years Foundation Stage. Accidents must be recorded in the Class 1 accident book and parents notified as soon as possible; parents sign the book to acknowledge that they have been informed of any incident. Head injury advice notes are sent home as required.

Child protection procedures will be followed in line with the County policy. The school will work closely with Education Welfare / Social Services in monitoring any pupils at risk.

Children in the Early Years Foundation Stage must be collected from the teacher at home time. No child will be released from school alone. At the beginning of the day school staff should be informed as to who is collecting the child, if it is someone other than the parent or usual carer. We expect all children to be collected by a responsible person over the age of 16, and that any unknown adults are introduced to the school staff at an earlier opportunity so that the identity of the person collecting is certain. If a child is to leave school early, they must be collected from the main school office where they will be signed out accordingly.

## **10. Equal Opportunities**

Staff will ensure that all children have equal access to the curriculum – please refer to the school's Inclusion Policy.

### **11. Liaison**

School will work closely with the school health team. School will seek opportunities to develop and maintain links with the local community.

Nursery children transferring to a school other than Flookburgh CofE Primary School will benefit from liaison between the Nursery teaching staff and their new class teacher.

### **12. Monitoring and Evaluation**

Teaching staff are responsible for the day-to-day monitoring of the policy. The head teacher and the governors will ensure that the monitoring and evaluation are carried out.

Areas identified for development will be incorporated into the school's development plan or the Early Years Foundation Stage development plan.