

Knebworth

Primary & Nursery School



EYFS Policy

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***EYFS Co-ordinator/School
Improvement Committee***

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Background to the Policy

The policy has been drawn up by the Foundation Stage co-ordinator in consultation with the Nursery and Reception practitioners. Regular Foundation Stage meetings are held to discuss progress and developments. Any major issues are shared at governors' meetings. It is intended to be a working document and, as such will be reviewed and updated at regular intervals.

Foundations

Foundations take longer to create than buildings.

The higher the building, the firmer the foundations have to be.

The more stress a building is likely to face, the more flexible the foundations need to be.

When building on poor ground, the foundations must be strengthened to compensate.

If foundations prove inadequate, it is very, very expensive to underpin them later on.

Introduction

The Foundation Stage applies to children from three years of age or pre-school age to the end of the Reception year. The children spend 2 or 3 terms in Nursery before joining school. The Foundation Stage is important in its own right and prepares children very well for later schooling.

This policy outlines the purpose, nature and management of the Foundation Stage at Knebworth Primary and Nursery School. The implementation of this policy is the responsibility of all the practitioners. Knebworth Primary and Nursery School operates a policy of equal opportunities.

Children joining us have already learnt a great deal. The early years education we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, including opportunities for learning both indoors and outdoors.
- It provides a stimulating and rich environment.

The Nature and Aims of the Foundation Stage

Early years education is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child, with no area standing in isolation from the others. The routines and organisation in the Foundation Stage classes promote personal and social development.

Children have the opportunity to become involved in a wide range of first hand experiences leading to the acquisition of knowledge, skills and concepts. Concentration and perseverance are encouraged as the children are introduced to aspects of the Foundation Stage curriculum. A real interest in learning is fostered.

Children are taught in mixed ability classes. Activities are planned to encourage full and active participation of all children whatever their ability, ensuring that individual potential is met. Boys and girls are given equal access to, and are encouraged to take part in all activities.

Independent learning is encouraged so that the children take responsibility for getting out equipment and storing away successfully. Safe use of equipment is taught and the idea of a safe environment is promoted.

The Foundation Stage curriculum is delivered in part through structured play where the learning outcomes have been clearly identified. There should be opportunities for children to engage in activities planned by practitioners and also those that they plan or initiate themselves.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn to control themselves and begin to understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they solve problems. They express fears or re-live anxious experiences in a controlled, safe environment.

The Foundation Stage curriculum

We use the Early Years Foundation Stage Profile (2014), which works towards children meeting the Early Learning Goals. The Ages and Stages Outcomes provide the basis for planning throughout the Foundation Stage.

The children are given opportunities to develop in seven areas.

The first three areas are prime areas. These underpin everything else:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)
- The subsequent four areas are specific areas of learning development:
- Literacy (L)
- Mathematics (M)
- Understanding of the World (UW)
- Expressive Arts and Design (EAD)

Each child is viewed as an individual with specific needs, which are met and encouraged in appropriate ways. Independence is promoted and each child is guided towards reaching his/her full potential.

At Knebworth School we nurture every child towards realising his/her full academic and emotional goals, by assessing needs and tailoring lessons and groups accordingly. We help each child to feel valued as an individual, knowing strengths and areas to be worked on, whilst also developing a sense of belonging to a group/class/school.

Communication and Language

This area of learning includes listening and attention, understanding and speaking in different situations, which underpins the development of children's communication. Children will learn how to focus and concentrate, to follow instructions and to use language to organise and clarify their thinking and their ideas. This will happen within different social contexts and children will develop these skills through adult led and child-initiated experiences.

Personal, Social and Emotional Development

This is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning. Children are encouraged to participate as effective members of a group and the whole class, as well as individuals. They are made aware of behaviour that is acceptable to others and are encouraged to share resources, ideas, thoughts and adult time. Children are helped to consider the needs of others. A positive self-image is reinforced. Children are led increasingly to independence by being encouraged to develop a sense of responsibility and to take increasing control of their own feelings, expressing them in acceptable ways. Situations are provided where a range of emotions can be experienced and explored.

Physical development

This is concerned with improving skills of co-ordination, control, manipulation and movement. Physical development has two other very important aspects; it helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Children use large and small apparatus to promote confidence and competence, working with a wide range of materials to develop manipulative skills. Children develop their fine and gross motor skills during PE, Busy Finger activities and throughout their Child-Initiated activities. Staying safe and healthy is also an integral part of our physical development curriculum.

Literacy

The children will be taught through a programme of Letters and Sounds, using Jolly Phonics resources. They will learn appropriate letter formation, letter names and sight vocabulary. Through the programme they will learn how to blend and segment words which further supports the development of a strong basis for formal reading and writing. This forms the foundation for the National Curriculum.

Mathematical development

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding is developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers including numbers larger than 10. This forms the foundation for the National Curriculum. Daily mastery of maths/reasoning skills are undertaken to ensure children are ready for Year 1.

Understanding of the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that helps them to make sense of the world. This forms the foundation for later work in science, history, geography, design and technology and information and technology. Spirituality, a sense of awe and wonder, is often a key factor in learning situations and is embedded in our learning culture.

Expressive Arts and Design

This area of learning includes art, music, dance, role-play and imaginative play. Children are helped to have a range of experiences where they can explore and use different media and materials. Being imaginative is an integral part of our expressive arts and design curriculum, and supports the development of confidence and creativity within children.

Planning

Throughout the Foundation Stage, activities are based around topics or themes, which are age appropriate, and follow the children's own expressed interests. The Foundation Stage forms part of the whole school matrix, which ensures progression and continuity throughout the school. Practitioners feel free to refer to the Foundation Stage co-ordinator when planning. The planning process within the EYFS is flexible and subject to change, as the curriculum is driven by the changing needs and interests of the children. The ages and stages outcomes are taught throughout the year through a mixture of adult led and child-initiated learning experiences. They are taught in exciting and imaginative ways that link to the topic/theme that the class is exploring at that time.

Assessment, Recording and Reporting

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Nursery and Reception practitioners use the Foundation Stage Profile and the Ages and Stages Outcomes.

We will respond to and share children's work by:

- Ongoing observations and assessments.
- Questioning and listening to responses during discussions.
- Discussion about work and comments.
- Photographs of children in the setting.
- Following our marking policy for written work - highlighting or written in pink or green.
- Display and share work.
- Encouraging children to assess their own work.
- Observing performance and understanding during role-play.
- Reporting verbally to parents at parent consultation meetings and at the gate in the mornings and via the communication board.
- Writing an annual report at the end of Nursery and Reception.

- Moderation with EYFS clusters and Reception and Nursery and Reception and Year1.
- Passing on levels and vital information to the next teacher.
(See assessment policy.)

Homework and Home Links

Children are encouraged to discuss and practise what they have learned at school. By valuing the family backgrounds of our children we are making them part of the school community. Children are encouraged to bring in from home any items that support our topics. Parents and children are also encouraged to fill in white/blue sheets to show what their child has been practising at home, or even to show a new experience the child has had. Where parents or families can support areas of the Foundation Stage with specific expertise then this first-hand experience is welcomed.

Family Learning Mornings: Parents are regularly encouraged to become involved in their child's education. Parents are invited to help within the classroom with a variety of activities depending on their expertise or confidence. The knowledge and expertise of parents and other family adults is used to support learning opportunities. This can be on a regular basis or an ad hoc basis, whenever the parent is free. Homework is given out regularly and daily reading and animal words practice is expected.

Voluntary consolidation homework is given once a week. This is to be completed on the homework sheets which are sent home. It is then shared in class during a special homework group time which takes place each Friday.

Teaching and Learning

In the Foundation Stage we encourage independent learning, believing it is essential for young children to become enquiring active learners. We believe in:

- the partnership between practitioners and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that practitioners have of how children develop and learn
- the range of approaches used that provide rich learning experiences both inside and out
- the carefully planned curriculum that helps children achieve the Early Learning Goals
- the identification of the progress and future learning needs of children
- the clear aims of our work, and regular monitoring to evaluate and improve what we do
- the regular identification of training needs of all practitioners.

Inclusion in the Foundation Stage

We believe that all 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. We plan 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 from different ethnic groups and those from diverse linguistic backgrounds.

Our Foundation Stage practitioners will be responsible for planning work and for differentiating the curriculum for children with SEN in consultation with the INCO (Inclusion Co-ordinator) and support staff.

Relationship with School Improvement Plan

When a need relevant to the Foundation Stage is identified, the co-ordinator will discuss it with the Head. Where appropriate the co-ordinator will report back on identified needs to the Foundation Stage practitioners. Where needs can be planned in they will be dealt with accordingly. Where this involves a serious financial implication they will be considered in relation to other major development plan issues and prioritised accordingly.

Resources

The Foundation Stage is becoming well-resourced but needs a continued review and upgrade of equipment and resources. Staff training is considered alongside other development plan priorities. Resources are stored within the Reception and Nursery classrooms and outdoor sheds.

Management and co-ordination

The Foundation Stage practitioners and the co-ordinator will share responsibility for the delivery of the Foundation Stage curriculum. The co-ordinator should liaise with practitioners regarding planning and available resources.

The co-ordinator and practitioners shall be responsible for the storage and maintenance of resources.

The co-ordinator will identify the needs for staff development and recommend appropriate action.

Monitoring of practice shall be through classroom observation, discussion and support.

The policy shall be reviewed and updated at regular intervals.

Admission

There are two intakes (September and January) into Nursery and one into Reception: (September). All admissions are in accordance with the Hertfordshire County's admissions policy.