



# Long Sutton Church of England Primary School

## Early Years Foundation Stage Policy

### Aim

At Long Sutton School we aim to provide the highest quality care and education for all our early years children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident, resilient and independent. We value the individual child and work along with their parents to meet their needs and enable them to progress in learning.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- 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/or carers
- **Children develop and learn in different ways and at different rates**

### Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play and adult guided tasks as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support and extend able children through problem solving and application of learning
- Work in partnership with parents communicating with them regularly
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Develop close relationships with individual children to best support their needs
- Provide a secure and safe learning environment indoors and out

### Foundation Stage Curriculum

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

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for enabling learning as they develop the skills of independence, working with others and working within boundaries. They enable children to explain learning, share ideas and learn from listening to others. They develop the physical skills to carry out tasks and work and play safely

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 experiences to explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Long term planning identifies the skills and content taught through the year and is found on the website. Medium term planning is written weekly using the EYFS based on a series of topics each of which offers experiences in all seven areas. Daily planning focusses on the needs of individuals and groups and is informed by observations. Planning remains flexible for unplanned circumstances or children's responses.

Children have whole group and small group times which increase as they progress through the year. Each day there is a phonics session. Maths and literacy skills are also taught and stories are shared each day.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play we interact to stretch and challenge children further and provide resources to extend learning.

We create a stimulating environment inside and outside to enable children to explore and learn through play.

### **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in children's journals and through Tapestry and also by notes on planning. Observations on Tapestry are sent to parents on the day they are made and journals are shared with parents each term at parents' information evenings. A parent can ask at any time to see their child's journal.

Assessments are recorded on tracking documents and on otrack. All adults working with the children contribute to assessment. Progress is monitored each term by the SLT. Each term, parents are invited to attend a parents evening and reports are written in the summer term.

Within the final term of Reception, we provide the parents with a report based on their child's achievement against each of the Early Learning Goals and the characteristics of their learning.

The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

## **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have policies and procedures in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of healthy snacks. We encourage children to access the free school meal at lunchtime. We follow set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection and School food plan

## **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

## **Parents as Partners and the Wider context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. We set homework and the children share what they have done at home when they are in school. We encourage parents into school particularly for early bird reading and cooking.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. Before children join the school they attend pre-school in the Summer term for one afternoon a week. This is run by the parents. As part of the session children go to the Year R class to become familiar with the environment and make relationships with the staff. The year R staff visit the children at their nursery and talk to their keyworkers to identify needs and support the child may need. Each child receives a home visit to build relationships with the whole family. The children have a visit morning to class. Parents are invited to attend an information evening.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Date of policy January 2020

Date of review January 2022