



# Early Years Foundation Stage Policy

January 2017

## Sonning Common Kites

### Aims

In Kites we make provision for children to become increasingly independent learners, in a supportive and stimulating environment, so that each child can reach their full potential.

#### *Therefore we aim to:*

- Provide a welcoming, friendly, secure, stimulating and challenging environment.
- Ensure that all children have equal opportunities to develop to their full potential.
- Develop strong home-school links, keeping parents informed about their child's education. Work with and value parents so that children feel secure and develop a sense of well-being.
- Start with what the children can do, can nearly do, and nurture their self-esteem.
- Recognise that intrinsic motivation is a powerful force for learning. Play, exploration and talk are the key processes in learning.
- Provide a range of well-planned play both indoors and outdoors. Provide a rich variety of resources that are well-organized, accessible to children and encourage autonomy.
- Nurture positive attitudes towards learning as a lifelong process.
- Plan activities and experiences that will help children to make progress in their development and learning.
- Plan a balanced and broad curriculum, which helps most children to achieve the early learning goals by the end of the foundation stage.
- Recognise that children are active, not receptive, learners and that learning is cross-curricular.
- Provide positive adult role models for the children, encouraging them to learn how to control impulses and understand the need for rules.
- Provide an appropriate adult to child ratio for the age of the children.
- Continually identify the staff's training needs and develop professionally.
- Evaluate our provision and hence inform future improvements.

### **Foundation Stage Staffing:**

1 adult to 12 F1 children (Reception age, i.e. 5 yrs of age in the academic year)

1 Qualified teacher for each class of up to 30 reception aged children

At least one member of the unit to hold a pediatric first aid qualification

The Unit has been assessed by the Early Years Advisor as being suitable for Foundation Stage (F1) pupils.

Please see the admissions policy for more details on attendance and admissions.

### **The EYFS Curriculum and Planning**

Children from 3 years old to the end of their Reception year form a distinct phase of Early Years education called 'The Early Years Foundation Stage.'

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children through modeling good social interactions and encouraging them to establish happy, supportive friendships. Developing a strong partnership between staff, parents/carers and the child.
- **Enabling environments** – where the physical environment stimulates the child to explore, innovate, experiment and meet new challenges independently.
- **Learning and developing** – an acknowledgement that children learn in different ways and at different rates.

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:**

- Personal, Social and Emotional development
- Communication and language
- Physical development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

### Specific areas:

- Mathematics
- Literacy
- Understanding the world
- Expressive arts and design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

### How we organise the curriculum

As a team, we write term plans using the EYFS areas of learning. These are based on a series of topics, each of which offers experiences in all seven areas. We then plan together weekly using our term plan, alongside our observations of the children's interests which we use to influence the types of activities that we provide.

Children have whole class and small group times which increase as they progress through the EYFS. Phonics is delivered using 'Read Write Inc'. Maths is taught by following 'Abacus' and resources such as 'Numicon' are used to support maths teaching. Some aspects of the specific areas of learning are also taught through group activities that are adult led. Otherwise the curriculum is delivered using a play-based approach as outlined by the EYFS.

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

(Statutory Framework for the Early Years Foundation Stage Dept for Education 2012)

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, early years practitioners interact to challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to move around between inside and out.

The 'Early Learning Goals' are the expectations for most children to reach by the end of the EYFS. Some children will have exceeded these goals whilst others will still be working towards some or all of them.

### Assessment

As part of our daily practice we observe and assess children's development and learning to influence our future plans. We record our observations by using 'Look@me' and the parents have a log in so that they can keep well informed about what their child is doing in school. These on-going observations are used to inform the EYFS Profile/developmental matter bands. The child's progress is reviewed each term and parents are free to discuss their child's development at any time by arrangement with the class teacher.

## **Induction and transfer**

Links are maintained with the local pre-schools and nurseries with staff visits and informal meetings, invitations to special events and occasional joint activities.

## **Initial Contact**

Informal visits from Sonning Common Preschool occur during the summer term. Prior to starting, parents and children are given a tour of the school site.

The unit teachers try to visit as many of the new entrants in their previous setting as possible, before they start school.

In addition, all children are invited for a half-day visit to meet their new teachers and class. This also provides an opportunity for parents to speak to staff and ask any questions they might have.

## **Information Exchange**

Parents and children together complete an entry profile.

Informal discussions about the new intake occur during staff visits to the pre-schools, where staff, from both settings, liaise to ensure appropriate provision.

Children from other settings generally bring some relevant records with them or there may be informal discussions by telephone or in person.

## **Partnership with parents**

All parents are given an appointment time to meet with their child's teacher during the first 2 weeks of term where they can talk about their child and ask any questions about how the unit is run. In Term 1, parents are invited to bring their children in to school each morning from 10 minutes before the official school starting time. They are encouraged to settle their child and talk with any member of staff about concerns they may have that day. Further opportunities to discuss their child's progress will occur at parent consultations (twice a year) and parents will receive a written report in Term 6. Parents are encouraged to sign up to help with various activities happening during the week. Their personal areas of expertise are valued in our unit and they are a great support to the learning that is taking place. Further communications are in the news section of the Kites web page (which is updated weekly with displays of photographs relating to recent activities in the gallery).

There will be celebration assemblies during the 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> terms when families are invited to come and share their child's achievements.

All parents sign a home-school agreement detailing the responsibilities of both parties.

### **Inclusion: See Special Educational Needs and Equality and Diversity Policies**

All children should have equal access to all areas of the Foundation Stage Curriculum. Staff will work with parents and the school special needs coordinator to ensure that children who have difficulty accessing any area of the curriculum are supported, sometimes with additional resources or alternative activities.

In the event that English is not the parent's first language interpreters can be provided at meetings and alternative versions of most basic paperwork can be provided.

### **Equal Opportunities**

See Equality and Diversity Policy.

### **Special Educational Needs**

See Special Education Needs Policy.

### **Other Agencies**

Speech therapy  
Liaison with Health Visitors  
Pre-school assessment and review and on-going support  
Specialists related to specific special needs i.e. physiotherapists

### **Transition to Year 1**

All teachers are aware of the need for a smooth transition to Year 1 and a range of experiences are provided in the summer term to help the children to become familiar with the Year 1 staff and environment. Year 1 teachers are encouraged to visit Kites to see the environment that their future class are currently learning in and Kites staff are encouraged to visit Year 1 so that they are able to see where their pupils will be moving on to.

### **Staff Training**

Staff will be encouraged to attend courses and review resources. The Early Years Subject Leader will have access to specific training to support and develop their role.

### **Dissemination**

The Policy is available on the school web site and a paper copy is held in the main school admin office. A short summary will be included in the school prospectus. The policy and schemes of work will be available on request to parents, LA, OFSTED and others working for the school, through the head teacher.

### **Reviewing the Policy**

This policy will be reviewed annually by the Early Years Subject Leader and monitored by the Link Governor changes made to ensure that the Policy is relevant and up to date.