

Friday Bridge Primary School
Early Years Foundation Stage Policy (September 2019)

Aims of EYFS Education

- Give each child a happy, positive and fun start to their school life establishing solid foundations on which to expand and foster a deep love of learning
- Inspire children through an imaginative and immersive curriculum, ensuring that children are happy and enthusiastic to learn and that we foster and nurture imagination and curiosity
- Engage children in their learning through effective continuous provision balanced with structured learning opportunities
- Support children to become independent, self-motivated and entrepreneurial learners, encouraging the children to adapt their work, think critically and take risks
- Prepare children for 21st Century life by ensuring that every child is literate and numerate, and develops their empathy towards others, resilience and ambition to achieve
- Encourage each child to be their best in all they undertake, encouraging each child to try new things, work hard and push themselves to continue to achieve and to persevere in any activity that is before them
- Ignite children's curiosity about the world around them and practice the technique of enquiry
- Develop problem solving skills and perseverance
- Increase awareness of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield
- Foster and nurture the children's social and interpersonal skills, ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers

Curriculum

The Reception class follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document Development Matters; this defines what we teach.

The EYFS framework includes seven areas of learning and development, all of which are important and interconnected. There are three areas that are seen as being particularly important for igniting children's curiosity and enthusiasm for learning; for building their capacity to learn and form relationships and thrive (DfE 2017:1.3). The three prime areas underpin all other areas of the curriculum.

The Prime Areas are:

- Communication and Language - Listening and Attention, Understanding and Speaking
- Physical Development - Moving and Handling and Health and Self Care
- Personal, Social and Emotional Development - Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness

Other Specific Areas of Learning are:

- Literacy - Reading and Writing
- Mathematics - Numbers and Shape, Space and Measure
- Understanding the World - People and Communities, The World and Technology
- Expressive Arts and Design - Exploring and Using Media and Materials and Being Imaginative

Characteristics of Effective Learning

The EYFS curriculum also includes the Characteristics of Effective Learning. These are regularly assessed through observations and planned for throughout the EYFS. The three characteristics are:

- Playing and Exploring - children investigate and experience things and events around them and 'have a go'

- Active Learning - children concentrate and keep trying if they experience difficulties. They enjoy learning and take pride in their achievements
- Creating and Thinking Critically - children have and develop their own ideas and strategies making links between different experiences

Teaching Strategies

We ensure that there is a balance of adult led and child initiated activities across the day. We believe that even during child initiated activities the adults' role and interaction with them is essential as this helps to build their understanding and guide new learning. The role of the adult is to continually model, scaffold, support, question and encourage

Play Based Learning

Learning through play is an important and integral part of the Early Years curriculum and classroom. We believe that children learn best from activities and experiences that interest and inspire them. Using their interests as a starting point, we provide stimulating, active play experiences in which they can explore and develop learning to help make sense of the world. They have opportunities through play to think creatively and critically alongside other children and independently. We carefully plan the environment and opportunities within this to reflect on what has interested the children, making sure that we provide opportunities to extend and practise the skills they have learned through direct teaching. We ensure that each of the different areas of learning are represented in the environment and provide a range of learning experiences and opportunities.

Direct teaching

Children participate in daily phonics sessions focusing more on Phase 2 onwards; revisiting and ensuring Phase 1 activities are threaded throughout the phonics sessions to give children a solid grounding in phonics. Children also have a daily maths session and activities to support learning through child initiated or independent activities, which provides a purpose for learning and applying all maths skills. Each child is heard reading individually at least twice weekly. All direct, taught sessions are carefully planned using previous assessments of the

children's knowledge, skills and ability. Planning is adapted in response to taught sessions and child's voice, ensuring all teaching and learning is relevant and challenging.

Visits and Visitors

Visits and visitors play an important role in the Early Years curriculum as these are seen as an opportunity to further develop our children's view of their world or community. Every term the children are given the opportunity to widen their experience through either visits to specific areas (e.g. the local church, woods or seaside) or have visitors invited into the school who are seen as experts in their field. These are carefully planned and tailored to the topic the children are actively learning.

Classroom Organisation

Our Early Years classroom is organised with defined areas and resources that children can access easily and confidently. Children have the opportunity to experience writing, maths, creative play, role-play, construction and small world play, as well as quieter reading areas. The outdoor area is as important as the indoor environment and is something we continue to develop, creating meaningful links between environments providing high quality continuous provision for all learners.

Assessments, Observations and Learning Journeys

Assessment is an essential and important part of the Early Years. This involves practitioners observing children during taught sessions and free flow time to gain an understanding into each child's level of development. These observations and assessments will then be used to shape and scaffold future learning.

On entry to Reception baseline assessments are conducted. These observations are collated using Tapestry. This supports our assessments of each child, measuring progress and highlighting children's levels of achievement and understanding enabling us to tailor the curriculum accordingly for each individual child. At the end of Foundation Stage every child is assessed against the 17 Early Learning Goals (ELG), as either emerging, expected or exceeding the ELG for each area of learning. This is reported to parents.

Role of Staff

The role of adults is to ensure that every child's care and development is carefully catered for through play and other experiences. All adults aim to develop positive relationships with each child whom they teach, ensuring that children are happy, confident and ready to learn.

Relationship with Parents

We believe that parents are a child's first educator and so we aim to work very closely with parents. There are opportunities for parents to come into class and experience the work that their children have been completing during each term.

Transition

The first transition that occurs during Early Years is the transition into Reception. The jump to full time can be very daunting for both parents and their children and we aim as a school to ensure that any transition is as smooth and comfortable as possible. In order to do this we invite the children and parents to our open session and this includes staying for lunch. Parents are invited to a transition meeting during the summer term to provide them with information about the school, curriculum and teaching staff.

Safeguarding

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2017). Our school has rigorous safeguarding policies and procedures that are used to identify anyone at risk of harm or radicalisation, this sets out a clear procedure for reporting any concerns from minor to major. All staff are regularly trained in Safeguarding. The school undertakes rigorous safeguarding checks when employing members of staff in line with statutory guidance for safer recruitment and school policy.

Health and Safety

Within the school we follow a set of guidelines regarding different aspects of Health and Safety.

Healthy school meals - our children when they enter Reception are entitled to a free school meal

Healthy snack - Fruit is provided and is available throughout Reception for children to eat. Milk is free until children's fifth birthday, but can be paid for after this via the Cool Milk website: <https://www.coolmilk.com/>. We also encourage children to try new or more varied food/fruit.

Accidents and First Aid - First aiders are on site at all times. If an accident occurs it will be logged and reported to parents as appropriate.

Fire alarms - An emergency evacuation practice is organised at least once a term and all of these are timed and recorded. System is regularly reviewed, checked and maintained.

Child Protection and Safeguarding - Please see relevant policies on our website: www.fridaybridge.cambs.sch.uk.