

Marshlands Primary School



EYFS Policy September 2021

K. Nicholls
Review September 2023

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Early Years Foundation Stage Policy

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

"Statutory Framework for the Early Years Foundation Stage" Department for Education 2021

Early childhood is the foundation on which children build the rest of their lives. We greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development.

At Marshlands Primary School the EYFS applies to children from the term after they are three when they begin attending the Foundation 1 class for up to 15 hours, up to when they leave the full-time Foundation 2 class when they are five.

Aims

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and learning and teaching is based on the understanding that children develop at different rates.

At Marshlands Primary School Foundation Stage we aim to

- Provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant curriculum that will set in place firm foundations for future learning and development.
- Provide opportunities for children to learn through planned, purposeful play in all the seven areas of learning in both the indoor and outdoor environment.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Foster independence and self confidence through the provision of a safe place where children can make their own decisions and choices.
- Involve parents/carers in the children's learning and value their contributions.
- Ensure that all children feel valued, respected and included and that classroom resources and activities reflect the culture and language of their homes.

The Early Years Foundation Stage

The EYFS is built on seven areas of learning;

There are 3 Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are 4 Specific Areas

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

The Foundation Stage Unit operates a continuous provision timetable ensuring that all children have the opportunity to experience all of the seven areas of learning every day.

The seven areas of learning are given equal weighting and are all found both inside and in the outdoor area. Although, occasionally if data analysis shows a gap in progress in one area this may be given more emphasis.

The way children learn is also taken into account.

The Characteristics of Effective Learning are:

- Playing and Exploring – through which the children find and explore, play with what they know and are willing to have a go.
- Active Learning – through which the children are involved and concentrating, keep trying and enjoy achieving what they set out to do.
- Creating and Thinking Critically – through which the children have their own ideas, make links and choose ways to do things.

All the F1 and F2 children in the unit are offered a selection of activities through continuous provision in the teacher role-play area, outdoors, creative area and in the understanding the world area amongst others and are encouraged to work independently. During this time they are helped and encouraged by the adults in the unit and some activities provided will be adult initiated. The children are also required to take part in daily teacher/adult led activities.

F1

We currently offer morning (or afternoon) sessions to children in F1. Places in the morning sessions will be reserved for the children who have 30 hours funding.

F1 take part in the following sessions:

- Register and calendar
- Physical Development/outdoor play
- Phonics
- Maths
- Mark making
- P4C/Circle time/PSED
- Snack time
- Singing
- Story time

Children in F2 take part in:

- Literacy/Maths adult led sessions 3 sessions per week
- Handwriting sessions
- P.E. session each week
- P4C/Music sessions
- R.E. session each week
- ICT sessions in the ICT suite – From Summer 1
- Star of the Week assembly once a week
- All F2 children have an achievement folder in which copies of all certificates are kept. This starts in F2 and is passed up through the school.

A snack is provided for all children consisting of milk or water and fruit.

The F2 children also take part in the Brush Bus programme once a day which helps to develop good practise with tooth brushing.

Organisation within the FSU

The unit is organised according to the 7 areas of learning and these areas are also referred to as –

- **F1 area**

- **F2 unit**
- **Outdoor Area – track, canopy and grass** - containing activities covering the seven areas of learning and above areas.

(PSED is occurring in all areas)

Both F1 and F2 access all these areas during Continuous provision time.

Adults are timetabled to work in these areas, the Foundation Leader is in charge of ensuring they are timetabled in each area each half term.

Within these areas can be found

- A role play area
- A writing area
- Phonics area
- Reading area
- Technology area
- Areas where large and small construction is available
- Small world equipment
- Sand play
- Water play
- Painting easels
- Malleable materials and tools
- Cutting, sticking and creative tables (Junk modelling and Collage station)
- Music area
- Investigation table
- Maths Area

Outdoor Learning

It is recognised that learning outdoors is of equal value to learning in the indoor environment.

Planning for the outdoor area provides children with a range of Continuous Provision which is always available. This range includes:

- Building and Construction area
- Den and Camping area
- Water exploration
- Role Play
- Creative Development
- Physical Development
- Gardening and Digging
- Reading and Mark making

All adults are required to have a timetabled slot to work outside. Up to 3 adults work in the outdoor area at any one time.

These areas can be enhanced with extra resources which are selected weekly or if needed daily and influenced by the needs of the children and the direction in which their play is going following the children's interests.

The School Day in the FSU

F1

The FSU doors open at 8.40am

F1 am session begins at 8.45 and ends at 11.45 the doors are locked at 11.50 and any remaining children can be collected via the main office.

If we have an F1 afternoon session this starts at 12.15 and ends at 3.15

F2

The children are welcomed into school at 8.40

Morning work starts at 8.45- 8.55

Register closes 9am

Lunch break 11.45-12.45

F2 afternoon session begins 12.45

F2 afternoon session finishes 3.15

Assessment and Record Keeping

On entry to the Foundation Unit the children are formally assessed with a Reception Baseline Assessment (RBA) which is a statutory assessment from the government.

Adults will also informally gather data about the children to assess whether they are on track/ not on track for their age and stage.

Learning Journey's and Observations

We use a secure online learning journey called 'Tapestry'. Each child has a virtual learning journey set up for them where their photographs, observations and assessments are recorded.

Observations are conducted, when required, and wow moments are collected as evidence, if needed to remind the staff of the children's achievements.

Trackers

At the end of each term in both F1 and F2, the achievements in each child's learning journey are transferred onto O Track, enabling the progress of each child to be carefully monitored. Once a term pupil progress meetings are arranged for F1 and F2. The teacher and Foundation Leader identifies children who need more support to ensure achievement overall is made. This then informs intervention planning. Checks are made as to whether these children are receiving any support or intervention.

A data report is produced by each class teacher (cohort reports for F1 except summer where these are produced as N1 and N2's). A list of learning priorities are then put together to focus the children's learning.

Early Learning Goals

At the end of the Year in F2 the children are assessed against the Early Learning Goals (ELGs). There are 17 ELG's and the children are awarded "best fit" judgements of Emerging or Expected. The judgement of "Expected" indicates that the child is at their expected level of achievement. These judgements are made in moderation meetings with the teachers and support staff in the unit and in line with the exemplification documents. Once the judgements have been made they are verified in a meeting with the leader of the FSU and the Head Teacher before they are forwarded to the Local Authority.

Children not achieving expected on entry to Year 1 would continue to work on DM until this is achieved.

Inclusion

We give our children every opportunity to achieve their best. We help them do this by planning to meet the needs of boys and girls, children with disabilities, 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.

As our unit caters for very young children we have facilities where we can change nappies and supply children with alternative clothing should they have an "accident". We give support to parents/carers where children still need help with toilet training and we encourage the children to become independent with dressing and hygiene routines. **(see Potty Policy)** Parents struggling in this area can be referred to the school nurse and/or PSA as appropriate.

SEN

We strongly believe that early identification of special needs is crucial in enabling staff to support the development of each child and fully meet their needs. Concerns are always discussed with parents/carers at an early stage in an open, honest and sensitive manner and we will always seek their support and involvement.

The school's SENCO is responsible for providing additional information and advice to practitioners and parents and for arranging external intervention and support where necessary.

Risk Assessments

Risk assessments have been written, agreed and signed by all the adults in the FSU and are reviewed annually (or sooner if circumstances change). These provide information on safe practise within

- The Indoor Area
- The Outdoor Area
- Staff/Parent Handover

Transition

- For Pre- School children moving into F1, the staff meet to discuss
 - Vulnerable children and their families.
 - Moderation of Development Matters
 - Support for Teaching and Learning
- The children in F1 are in constant involvement with the F2 staff and so movement into F2 is a natural progression, although a transition day occurs in the final half term and the new F2 class move to their new classroom and work with their new teacher in preparation for the Autumn term.
- The F2 children meet their new teacher for year 1 on the whole school transition day.
- Y1 and F2 teachers meet to discuss EYFS progress data and plan the next steps for those not achieving "Expected" judgements in the ELGs.

Parental Involvement

- As part of our partnership with parents/carers we ask that they sign the Home School Agreement in which they agree to support their child's learning at home and ensure that their child's attendance in school is as high as possible.
- Parents/carers will also be asked to sign a consent form for Internet use in school and watching PG films in school time.
- Parents are invited to stay with their children for Wake up and Read on Mondays 8.40 – 9am (F2)
- Parents have access to Class dojo where they can communicate with staff members.
- All parents/carers are issued with a copy of our Foundation Stage Handbook which informs parents/carers in a clear and friendly way about the Foundation Stage Unit.
- Stay and play sessions are offered each term where parents can come and play alongside their children to find out what things they do at school.

Parents/Carers Meetings

These take place three times a year

- In the Autumn term parents are invited to an informal open evening to discuss how their child has settled into school and to look at their books.
- In Spring a more formal sit down meeting is arranged to talk about how their child's progress and targets with the class teacher
- In the summer term the parents/carers receive their child's report and if they want can arrange a time to discuss their child's report with the class teacher.

They are also invited to discuss IEPs and Learning passports with the Class Teacher and the SENCO and on occasions to talk to the Speech Therapist or Educational Psychologist.

Written by Foundation Stage Unit leader (K.Nicholls) See also Foundation Unit Handbook.

Review Date: September 2023