



Signed by Chair of Governors

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Trowse Primary School

Early Years Foundation Stage Policy

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. Children join Trowse School when they are in the final year of the Early Years Foundation Stage.

In Class One (YR/1), our aims are to:

- help children develop emotionally, socially, physically and intellectually
- help children feel successful with a strong sense of self-esteem
- lay the foundations of a good partnership with parents and carers
- promote active learning through structured play and other tasks
- provide opportunities for children to become independent learners
- provide an environment that is safe and secure and which promotes a positive attitude to learning

The EYFS is based upon developing four main themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Trowse Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are heavily influenced by the messages they receive in their early years at school, so we make it our aim to praise the children's successes and help them to become excited about learning. 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.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning 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 of different ethnic groups and those from diverse linguistic backgrounds.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We understand that we are legally required to comply with certain welfare requirements as stated in the *Statutory Framework for Early Years Foundation Stage*.

Positive Relationships

In Class One, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners:

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Hosting a New Parents' Meeting before their child starts school
- Families are invited to three 'Stay and Play' afternoons in the Summer Term before they start school
- Talking to parents about their child in early September, before they start full-time
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents through the 'Magic Moments' board.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.

Enabling Environments

At Trowse Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning:

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning.

The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

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:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and 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 investigate and solve problems.

Play in the Early Years Foundation Stage

Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation Stage Curriculum. The children are involved with both group and individual play, some initiated by adults and some by children. Children are able to take risks and make mistakes, and learn from them.

The Induction Process

The transition from pre-school to school is hugely important and can set the tone for future attitudes and achievements. The following list provides an overview of practical activities planned to ensure that entry in to school is positive and enjoyable:

- Liaison with previous settings, through records or in person depending on need.
- Parents Questionnaire – to help inform us of any personal circumstances that may affect the settling process.
- Open evening for parents – to allow parents to meet each other and for us to give parents information to help them and their child 'be ready' for school.
- Children's visits – children are invited to come in to school for three afternoons to help them feel confident in the classroom setting.
- Home School Book

- Half days for the first week to help the children become confident in school before attending for lunchtimes.

Links with Parents

After 'induction', links with parents are maintained in the following ways:

- Regular newsletters informing parents of events taking place in school.
- A curriculum overview explaining broadly what the children will be learning about is sent to parents half-termly.
- We have a Class One noticeboard outlining key learning and notices for the week.
- Twice a year parents have the opportunity to discuss their child's progress in detail with the teacher at parent's evenings.
- A full written report is sent home annually.
- We have an open door policy at Trowse Primary School and talk regularly with parents. Parents are always welcome to chat with their child's teacher before or after school. They can make an appointment if they feel they need more time to discuss a particular concern. The teachers will do their best to accommodate them.
- Parents can access the school website for newsletters and other relevant information.

Links With the Wider Community

We are in touch with other pre-school providers in the community and are able to discuss issues with them where necessary. When it is appropriate to the topic the class is following, we may invite to the school members of the community to talk to the children, e.g. fire brigade, nurses, residents. Opportunities for the children to learn about their local environment are planned in to topics where relevant.

We have contact with a range of support services:

- School health and health visiting
- Speech therapy
- Education welfare
- Social services
- School psychological services
- Out of school care/child care