



Cranham
Church of England (VA)
Primary School
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Early Years Foundation Stage Policy

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Early Years Foundation Stage Policy

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INTRODUCTION

The Early years foundation stage (EYFS) is the foundation upon which children build the rest of their education. It is concerned with their personal, emotional, social, physical, aesthetic and intellectual needs and development. These areas are of equal importance and are inter-related. It provides an opportunity to develop a partnership with parents in a complementary role.

The Early years Foundation Stage refers to the education of four and five year olds in the Reception year.

PRINCIPLES

To provide an education which will:-

- Secure a broad and balanced curriculum which fosters the intellectual, emotional, creative, physical, spiritual, moral, social and cultural development of the children.
- Ensure that all children have access to the curriculum and make progress commensurate with their developing abilities irrespective of their gender, ethnic or social background or special educational needs.
- Enable children to learn and develop skills, attitudes and understanding to reach the early learning goals.
- Prepare them for continuing education, in particular KS1 of the National Curriculum and the Renewed Frameworks for Literacy and Numeracy.
- Enable children to make an effective transition from home/nursery to school with effective partnership working between parents and practitioners.

AIMS

This policy aims to enhance good practice in the early years and to allow for clear continuity and progression from nursery/playgroup to the Reception year and beyond. We have high expectations of our children in all areas of the curriculum and aim to provide for the needs of all children.

The children begin school with different experiences and learning. It is our responsibility to move them forward, promoting the development of the whole child.

Initially we focus on good introduction to school and on the child's social and emotional, language and communication and physical development. We aim to develop their confidence, initiative, security and enjoyment by building on their interests, abilities, ideas and experiences.

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We will help children increase their use and understanding of maths, language and science, encouraging them to develop such skills as talking and listening, problem solving, investigating, experimenting, co-operating with others, creative expression, social confidence and self-esteem.

At Cranham we aim to:-

- Encourage a positive attitude to School.
- Provide a safe and caring environment in which children will learn and develop independence.
- Provide a structured curriculum with a wide range of first hand experiences through which children will develop concepts.
- Value and follow children's interests.
- Make each child feel secure and valued.
- Encourage children to relate confidently to adults and to each other, and to work co-operatively.
- Provide a wide degree of choice in order to respond to children's attention spans and interests, and ensure that this choice is monitored to provide a balance of learning.

IMPLEMENTATION AND DELIVERY

The early years curriculum is concerned with the child and the context in which learning takes place as well as the content of learning. Activities are multi-purpose encouraging the development of skills across all curriculum areas.

Children are involved in a range of first hand experiences leading to the acquisition of knowledge, skills and concepts.

A real interest in learning and a wish to succeed are fostered.

Concentration and perseverance are encouraged.

A balance between physical and quieter activities and between challenging new experiences and secure familiar ones, are provided.

The characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

underpin all aspects of the Early Years Curriculum

THE EARLY YEARS FOUNDATION STAGE

The Foundation stage is a curriculum for birth to 5 year olds, and is divided into 7 areas of learning. These have been sub-divided into two groups, the Prime areas and four Specific areas.

The areas of learning are as follows:-

The Prime areas

Communication and Language

Language development and communication receive a high priority. We help children to enrich their vocabulary, speak clearly and listen attentively, take part in conversations and communicate with others.

Children are given opportunities to

- Experience a rich language environment
- Develop their confidence to express themselves
- Speak and listen in a range of situations

Physical Development

Children use a range of equipment, materials and tools to develop their physical control, mobility, manipulative skills and awareness of space, in indoor and outdoor environments. Skills are developed in a progressive way through repetition and practice. A positive attitude to a healthy and active way of life is encouraged.

Children are given opportunities to

- To be active and interactive
- To develop their coordination, control, and movement
- To understand the importance of physical activity
- To make healthy choices in relation to food

Personal, Social and Emotional Development

This area of learning is vital to children's success in all other learning. It incorporates skills, attitudes and understanding and includes children's personal, social, moral and spiritual development. These establish a good attitude to learning and reinforcing a positive self-image.

Children are given opportunities to

- Develop a positive sense of themselves, and others
- Be able to form positive relationships
- Develop respect for others
- Develop social skills
- Learn how to manage their feelings

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- Understand appropriate behaviour in groups
- Have confidence in their own ability

These areas of learning are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The Four Specific areas

Literacy

Children are encouraged to read and write when they have acquired the necessary skills.

Children are given opportunities to develop

- links between sounds and letters
- reading skills
- writing skills
- handwriting

The use of 'Jolly Phonics' is used to teach the letters/sounds of the alphabet, and other commonly used phonemes. A wide range of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language is used to teach text, word and sentence level work. Simple non-fiction texts, including recounts are also introduced, and where possible linked to learning themes or children's interests, with the intention that this will ignite their interest in reading.

Mathematics

Mathematical development depends on becoming confident and competent in learning and using key skills. Mathematical understanding is developed through stories, songs, games, ICT and imaginative play, so that children enjoy using and experimenting with numbers.

Mainly through practice activities, children are given opportunities:-

- to recognise and use numbers as labels and for counting
- to develop mathematical language and to calculate
- to develop understanding of shape, space and measures

The Early Years Foundation Stage curriculum is implemented during the Reception year, this is also mainly through practical activities.

Understanding the World

Children are encouraged to develop their understanding of their physical world and their community, through opportunities to explore, observe and find out about other people and features of the natural and man-made world. This

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provides a foundation for their historical, geographical, scientific and technological learning.

Children are given opportunities:

- to explore and investigate
- to acquire designing and making skills
- to use information and communication technology
- to develop a sense of time
- to develop a sense of place
- to learn about their own cultures and beliefs and those of others

Expressive Arts and Design

Children are encouraged to develop their own creativity through a wide range of sensory experiences. These focus on the development of the imagination and the ability to explore, express and share ideas and feelings through different forms of communication.

Children are given opportunities:

- to explore media and materials
- to recognise and explore sounds and patterns in music
- to sing simple songs from memory
- to use their imagination in art and design technology, music, dance, imaginative and role play and stories
- to respond to experiences and express and communicate ideas and thoughts

Play

For young children purposeful play is an essential and rich part of the learning process. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. The early years foundation stage curriculum is generally delivered through structured play where the learning has been clearly identified.

Play offers the chance to explore, discover and create imaginary situations. It develops confidence, concentration, perseverance, problem solving skills, social skills, and self esteem. Play encourages autonomous behaviour, the ability to make choices and provides opportunities to explore new and challenging situations.

A variety of play opportunities are available to the Reception children that encourage personal choice, structured choices and rich learning environments both inside the classroom and outdoors. Outside play opportunities are to be offered daily.

Organisation

The Reception class is involved in all aspects of school life, taking part in whole school assemblies, class assemblies and school concerts and events. They share lunchtime playtimes with the other classes. They have free access to toilets and washbasins, and a sink in the classroom. Basic hygiene is discussed and encouraged and a step provided in the boys' toilet to promote good habits and hygiene.

Parental Involvement

Parents are encouraged to be involved in their child's education from the beginning. They are actively involved in our induction scheme and receive a Prospectus, Starting School booklet and a Home to School form, regular school newsletters and invitations to Friends of Cranham events in the term prior to entry.

Our booklet Starting School encourages parents to be involved in preparing their child for school. We hold a meeting in the Summer term prior to entry into school for the Reception class, when the structure of the school day and our admission procedures are explained.

Introductory sessions are offered to the children in the Summer term before they are due to start. The class teacher or the headteacher will visit wherever possible the children in their pre-school settings.

Year Six pupils act as buddies and are introduced to the children during induction.

Once a child has started school, parents are welcome in the classroom after school to share their child's education. A shared reading record further encourages parental involvement.

Parents are encouraged to contribute to their child's learning through regular reading and phonic work at home, celebrating achievements at home and at school and completing 'Wow' vouchers to document significant learning witnessed outside school. Parents are also regularly invited to complete a 'Parent's voice' form where we can document a child's progress. These are added to the child's learning journal throughout the year.

A parents' evening is held before the Autumn half term to discuss how each child has settled in and their readiness to being in full-time school.

Baseline assessments are made before the October half term and are used to assess the children's learning needs and to document progress.

Assessment, Planning and Record Keeping

The Reception curriculum is planned using the DfE Curriculum Guidance for the Early Years Foundation Stage and is partly delivered through topics. Literacy and Numeracy are taught following the key objectives the Early Learning Goals.

The children's needs and interests are considered when planning units of work to ensure that challenging and enjoyable activities are provided for all. A balance of learning experiences should be offered to ensure that different learning styles are used. Children must be given opportunities to play and explore, take part in active learning and to be able to create and think critically.

The learning goals are achieved through the 7 areas of learning.

Regular assessments are carried out in the form of observations and these are recorded and kept to inform assessments at the end of the school year, however these observations must not entail prolonged breaks from interaction with the children, nor require excessive paperwork.

At the end of the academic year all Reception children will be assessed against each early learning goal, and will be assessed to see if a child is meeting expected levels of development, exceeding, or not yet reaching the expected levels ('emerging'). This is the EYFS profile. Results of these profile assessments are to be reported to the local authority and local moderation activities should take place.

Observations are also recorded against the three characteristics of effective learning and shared with parents and staff in an end of year report.

Parents have two opportunities each year for formal interview. An end of stage report is written in the Summer term. If there is any concern about a child's development in a Prime area, this must be discussed with the parents at the earliest opportunity.

Roles and Responsibilities

The class teacher is responsible for planning provision. The class teacher is supported by a teaching assistant

Planning follows the school's Early Years' Foundation Stage Planning guidelines and is closely monitored by the class teacher and headteacher.

EQUAL OPPORTUNITIES

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. Boys and girls are encouraged to take part in all activities and books and toys reflect a variety of cultures.

SPECIAL EDUCATIONAL NEEDS

All staff have note the local offer regarding SEND on the identification and assessment of Special Needs Children. We take appropriate action in line with the school's SEND Policy. Parents are involved at all stages and regularly informed about progress made.

BEHAVIOUR AND DISCIPLINE

Behaviour management and practice is in line with the whole school behaviour policy. Good behaviour and discipline are encouraged by:

- A positive approach
- An expectation to conform to certain standards of behaviour
- Good relationships between adults and children
- Praise for good behaviour
- Sharing and respect for others
- Guidance in what is right and wrong
- A happy, caring atmosphere of calm and mutual respect
- Family point rewards, School values awards and certificates

HEALTH AND SAFETY

All staff are aware of and adhere to the school Health and Safety Policy. Health and Safety is achieved by:-

- Encouraging children to move safely indoors and outdoors
- Having regard for their own safety as well as others
- Clear consistent rules and guidelines for children to adhere to
- Where appropriate risk assessments are completed

FIRE DRILL LOCK DOWN AND EMERGENCY EVACUATION

The Reception class is included in the School's Fire Drill procedure and Lock Down procedure,

CHILD PROTECTION

The Headteacher ensures all members of staff and volunteer helpers are DBS checked and cleared. School staff have up-to-date safeguarding training.

Safeguarding issues are discussed at staff meetings and children causing concern are discussed at the earliest opportunity. Records are kept by the Designated Safeguarding Lead.

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The use of staff personal mobile phones and cameras are not permitted to capture images of the children.

ACCIDENTS AND ILLNESSES

- Minor accidents are dealt with by staff and parents are informed.
- Parents are requested to collect sick children.
- Parents are contacted immediately if the child needs to be taken to hospital or in an emergency.
- Emergency telephone numbers are kept in the Office.
- Medicines will be administered in some circumstances but only with full written and signed instructions from a parent. This includes inhalers.
- The Class teacher, Headteacher and the teaching assistants hold current Paediatric First Aid Certificates

COMPLAINTS PROCEDURES

Any parent who has a concern should discuss it with the class teacher who will deal with it as quickly as possible. The Headteacher can also be approached about any problems. The schools complaints procedure should be followed at all times.