

BAMPTON CE PRIMARY SCHOOL



Policy Statement and Guidelines

Early Years Foundation Stage (EYFS) Policy



We endeavour to enable individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live, embrace Christian values and reach our full potential.

Learning together with Respect, Friendship and Perseverance

Date adopted by the Governing Body	February 2019
Review Date	February 2021
Signed by Chair of Governors	

EYFS Vision:

In Early Years Foundation Stage this means we put children at the centre of all that we do by:

Providing a challenging, creative and inspiring Curriculum which sparks a love for learning

Ensuring everyone feels Happy, safe and secure

Teaching Independence

Valuing indoor and outdoor Learning equally

Developing social skills and risk taking

Building positive Relationships between staff, children and families

Focusing on child-centred, Enquiry based learning which promotes awe and wonder

Nurturing self-confidence and celebrating successes

Introduction

This policy outlines the management of the Foundation Stage Unit in our school (Nursery and Reception Class). This policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the staff.

Definition

The Foundation Stage is a vital time in a child's life. "The child is at one and the same time a thinker, a member of the community beyond the family, a social being with responsibilities and a person in the process of making him or herself at home in the world." EY Team Oxfordshire.

At Bampton CE Primary School and Nursery we believe that children are active learners who learn through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe, secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Foundation Stage Unit all children are given the opportunity to gain independence and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in the classroom and outdoors, broadening what they know and deepening their knowledge.

As a Foundation Stage Unit, we are required to follow the EYFS Statutory Framework, which can be found at the following address:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Structure of the EYFS

Nursery (Ladybird Class) – our Nursery caters for children aged 2 ½ - 4. 3 hour sessions run daily (Monday to Friday) from 9am – 12pm. Lunch club is offered to children attending afternoon session at Bampton Old Station Nursery.

Reception (Mole Class) – our Reception class caters for 4 and 5 year olds. The school day starts at 8.45am and ends at 3.15pm (Monday to Friday). Parents/carers or Breakfast Club staff bring children into the classroom from 8.40 and children are collected by parents/carers from the Reception class gate at 3.15. Children attending clubs or after school care will be taken by the teacher or TA.

Principles & Aims:

'A child's early experience of learning and development, especially during their first five years of life, is a critical springboard to their future success in education, work and life' (Unseen Children, Sir Michael Wilshaw June 2013).

Every child matters, so our principles and aims are as follows:

- To provide a solid foundation in the seven areas of learning through well planned activities.
- To provide a balanced range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally.
- To enable children to make an effective and happy transition from home to Nursery, into the Reception Class and then into the Year 1 Class, through proactive liaison.
- To prepare children for their continuing education through effective communication with their next teacher.
- To value children's own experiences, their imagination, their curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To ensure the children feel safe and secure within their learning environment.
- To provide a caring, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure equal access and opportunity for all children and families.
- To value parents and carers as partners in the education of their child.
- To assess the progress of each child and ensure that each child is given differentiated and challenging activities.
- To keep parents well informed about the curriculum and their child's progress.
- To value early childhood itself.
- To ensure that children with special needs are identified and receive appropriate support.
- To promote an atmosphere that encourages confidence, independence and risk taking.
- To plan and structure engaging activities with clear learning intentions and objectives.
- To reflect upon, and plan for, the different ways that children learn. The three characteristics of effective teaching and learning are as follows:
 - playing and exploring
 - active learning
 - creating and thinking critically.

Principles into Practice

Staff will:

- Plan stimulating activities using the 'Outcomes' document for guidance in implementing the statutory requirements of the EYFS.
- Provide a curriculum that has a balanced approach to both child initiated and adult directed activities.
- Make use of the extended classroom (outdoor provision) throughout to provide challenge across the seven areas of learning.
- Use observations and assessments to enable all staff to be aware of the differing needs and abilities of the children.
- Plan for differentiation, including necessary support for children with SEND and ensuring that more able children are given tasks that will challenge and stimulate their thinking.
- Ensure, through planning and providing appropriate resources, that all children have equal access and opportunities.
- Record children's progress.
- Track data to ensure that all groups of children are making at least typical progress and that most are making good progress.
- Discuss children's progress in Parent Consultation Evenings (three times a year).

- The Reception Class Teacher will complete an EYFS Profile for each child, stating whether a child has achieved the Early Learning Goals. This information will be communicated to parents/carers in the written report.
- Pass on up to date records and assessments to the next class teacher.
- Staff will attend transition meetings.
- Plan visits, joint learning experiences and transition meetings to ensure a smooth transition between Nursery, Reception and Key Stage One classes (see Transition Policy)
- Staff will engage in CPD so that children are offered the best possible start to school life.

The EYFS Curriculum

The Early Years Foundation Stage consists of 7 areas of learning and development, outlined in the table below:

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

Learning through play

At Bampton CE Primary School, we value the importance of play in our Foundation Stage Unit environment. The overwhelming body of research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Well planned play is a key way in which young children learn with enjoyment and challenge.

In playing they behave in different ways. Through different forms of well-organised play, different challenges are presented to increase the children's learning about themselves, other people and the world in which they live. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing and sometimes they will be quiet and reflective. An important context is provided for the development of knowledge, skills, concepts and attitudes.

Through play, in a secure environment with effective adult support, children can:

- Practise and build up ideas, concepts and skills.
- Learn to control impulses and understand the need for rules.
- Be alone, alongside others or co-operate as they talk or rehearse their feelings.
- Explore and develop social-emotional skills, general cognitive development, and self-regulation abilities.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive anxious experiences in controlled safe environments.
- Establish warm, caring relationships, raise self-esteem and confidence.

At Bampton CE Primary School, the learning environment in the Foundation Stage Unit is well planned and well organised providing a structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. The Foundation Stage encourages children to think critically and to be independent; it prepares children for learning in Key Stage One.

Reading

Staff in Ladybird Class begin the teaching of 'Letters and Sounds', a programme which is used to teach phonic skills (including blending and segmenting and the teaching of tricky words) through the EYFS and continues to be followed throughout the school. Children who are ready to read are given reading scheme books in order to be able to develop their reading skills. The books are used by staff in the classrooms to support the teaching of reading and can be taken home to support the further practising of skills. From Reception Class onwards, parents/carers are asked to listen to their child read 5 times a week. A reading diary is provided so that parents/carers and teachers can communicate regarding progress in reading.

Writing

Throughout the EYFS, children are encouraged to mark-make using a wide range of tools, including pens, crayons, pencils, sticks in mud, paint etc... When children are making these early marks, they are practising to hold a pencil and are attempting to control their marks with their muscles. This enhances their physical development by improving their fine motor skills and helps to develop their hand-eye coordination. Other activities to enhance muscle development and fine motor control are also planned as part of continuous provision, including playdough manipulation, model building and threading etc...

As part of the Letters and Sounds sessions, children are taught the letter sounds, the actions and letter formation. A handwriting patten is used to help embed letter formation (see below) and children are also taught the letter families.

Opportunities to write for a variety of purposes are planned for and are provided by a range of stimuli, including stories and role play (see English Policy for more information).

Handwriting patter

Curly Caterpillar Letters	
c	back and round
o	back and all the way round
a	back and round, up, down, flick
d	back and round, up, down, flick
g	back and round, up, down, give it a tail
q	back and round, up, down, flick
s	back and round, around the other way
e	across and round
f	back, straight down, give it a tail, pencil off, cross
Ladder Letters	
l	straight down, flick
i	short down, flick, give it a dot
j	straight down, give it a tail, give it a dot
t	down and round, pencil off, across
u	down, round, up, down, flick
y	down, round, up, down, give it a tail
One-armed Robot Letters	
b	straight down, up, out and round
h	straight down, up, out, over and flick
k	straight down, up, out, loop and kick
p	straight down, up to the top, out and round
m	straight down, up to the top, over, up, over and flick
n	straight down, up to the top, over and flick
r	straight down, up to the top, over and flick
Zig-Zag Letters	
v	down, up
w	down, up, down, up
x	across to the bottom and across to the top
z	along the road, down the hill and along the road

Maths

In the Nursery Class, both 'Number' and 'Shape, Space and Measure' are taught through a variety of practical adult-led and adult-directed activities. Children are also encouraged to develop their understanding of these areas through play-based learning, with support from staff. Play based learning is also encouraged in the Reception Class. In addition to this, maths skills are taught daily through whole class or small group sessions. Maths homework is set each week and relates to the maths topic for that week.

Number formation patter is adhered to throughout the EYFS and is outlined below:

All numbers start at the top.

0	back, all the way round
1	down
2	over the top, down the hill, along the road
3	over the top and round, back and round
4	down the hill, along the road, pencil off, cross
5	down and round, put a hat on
6	down the hill and round
7	along the road and down the hill
8	back, round, round the other way, back to the top
9	back and round, up and down

Outdoor Provision

In the Foundation Stage class children have free flow access to the outdoor space. This learning environment is set up to support and extend children's learning in all areas of the curriculum. Waterproof clothing is provided for the children and the children are asked to provide wellington boots, so that they can access the outdoor area all year round. 'Outdoor Explorer' sessions are planned weekly in Nursery and termly in Reception. These sessions are designed to help children build self-esteem and self-belief, improve social skills, develop team working skills, enhance fine motor skills and make connections between theory and the real world.

Staffing

Staffing arrangements are in line with the requirements set out in the Statutory Framework.

'3.28. Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.'
Statutory Framework for the Early Years Foundation Stage – Published 3 March 2017

Assessment

Assessments on each child will be on-going and based on observations made concerning each of the seven areas of learning and in each stage of the EYFS. A key person will be allocated to each child and that member of staff will be responsible for making sure that their key children have a Learning Journey which reflects the progress that they have made throughout Nursery/Reception. Staff are also responsible for contributing relevant information to the Learning Journeys of all children. Teachers will have an overview of all the children in their class and they will be responsible for reporting assessments. Assessments are moderated regularly throughout the year, both internally and externally (through Burford partnership meetings and Oxfordshire CC moderation meeting).

At the end of the Foundation Stage, we are required to complete an EYFS Profile for each child. The EYFS Profile sums up and describes each child's development, learning achievements and characteristics of learning. Each child will be judged as having reached the expected level of development (expected), not yet at the level of development required (emerging) or as being beyond the level of development expected (exceeding). This will be communicated to parents/carers, along with a summary of their child's characteristics of learning. This information will also be communicated to the Year One teacher as part of the transition process. To see all aspects of the transition process, please refer to the Transitions Policy.

Parent/Carer involvement

The EYFS staff believe that it is extremely important to develop good relationships with parents/carers. It is the role of a key person to not only build relationships with their key children, but also with their parents/carers. Each key person is available for parents/carers at the beginning of each day/session, for questions or if they have concerns. For parents/carers of children in the Nursery Class, the teacher and the child's key person are available for consultation meetings, three times a year, so that Learning Journeys can be shared. Staff encourage parents/carers to contribute to Learning Journeys, as they can play a vital role in helping staff to understand the whole child. They can do this by sending in or emailing photos of some of the things children get up to at home. Alternatively, they can fill in 'Wow Vouchers' about their child's achievements outside of school or use ClassDojo to message staff. Parents/Carers are also asked to complete an 'All about Me' task with their child at various points throughout the year. As well as this, in the Reception Class, parents/carers are asked to comment about their child's progress in reading (through reading diaries) and in maths (through homework books).

Before a child starts in our Nursery or Reception Class, there is an opportunity for parents to meet the teacher, as well as a chance for children to attend a 'Stay and Play' session with a parent/carer so that parents/carers can get a better understanding of some of the things that their children are likely to be participating in. Both the Nursery Class and the Reception Class have their own page of the school website; planning overviews of the year and of each term can be found here. Staff also like to let parents know what is happening in class on a regular basis. Teachers communicate what is happening in class using ClassDojo, which parents sign up to at the beginning of the year. Parents/Carers that have experiences that relate to a topic are invited in to share their experiences with the children. There are weekly 'Shared Reading Mornings' and a termly 'Maths Puzzle Morning' in the Reception Class, which parents/carers are welcome to attend. Parents/carers are also given the opportunity to join their child for a school lunch, class assemblies, open afternoons, sports day and special collective worships, including those in St. Mary's Church. Nursery welcome parents into the classroom once a term for workshops and special events, they also invite parents to come in to read stories.

Safeguarding and Welfare procedures:

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy