



Farnborough Road Infant School

Early Years Foundation Stage Policy

“Learning, Caring and Achieving Together”

Introduction

At our school, the Early Years Foundation Stage starts from the age of two and ends when children leave their Reception year.

Children begin our Caterpillar Nursery in the term after they are 2 either through the 2-Year-Old Offer on a 15-hour funded place or an allocated paid place. Priority is always given to children who are entitled to funded places.

Children begin to attend our Butterfly and Ladybird Nursery classes in the September following their third birthday and access either the 30-hour funding or 15-hour nursery provision. Parents can top-up their 15-hour entitlement for a reasonable fee. We sometimes have a small number of ‘rising 3’ children who join these classes in the term after their third birthday.

Entry into Reception is in the September before the children are five.

The Early Years Foundation Stage is important in its own right, and also in preparing children for later schooling. The Early Learning Goals set out what is expected for the majority of children to achieve by the end of the Early Years Foundation Stage.

Many children who join our school in Reception have been learning in one of the various pre-school settings that exist in our community. Prior to the children starting at Farnborough Road we aim to visit the children in their home setting or visit their pre-school providers to meet the child and their parent/guardian or key worker.

Our early-years education is based on the following principles:

- it builds on what our children already know and can do;
- it includes personalised learning through children’s experiences and interests
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating, fun environment.

Aims and objectives

The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing a range of skills through the 7 Areas of Learning:

The Primes:

- Communication and Language which includes Listening and Attention, Understanding and Speaking
- Personal social and emotional Development which includes Self-Regulation, Managing Self and Building Relationships
- Physical Development which includes Gross Motor Skills and Fine Motor Skills

The Specifics:

- Literacy skills of Comprehension, Word Reading and Writing
- Maths including Number and Numerical Patterns
- Understanding the World including Past and Present, People and communities and The Natural World
- Expressive arts and design including Creating with materials and Being imaginative and Expressive

Teaching and learning styles

Teaching and learning in EYFS actively promotes 'The Characteristics of Effective Learning'. These are:

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

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching and learning in Key Stage 1. In EYFS all adults encourage children to have a Growth Mindset, to persevere, to keep on trying and embrace mistakes that help learning develop and flourish.

The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers, parents and carers plus information from pre-school provider that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals, and beyond by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the sharing of each child's next steps with them, ensuring they know what they have to do to improve and develop
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Early Years learning environments.

Play in the Early Years Foundation Stage

Through play, our children explore and develop the learning experiences that help them make sense of the world. Play, both indoors and outdoors is essential for children's wellbeing and development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations. Through relevant and structured play, the children are given opportunities to continue and build on their previous knowledge and skills.

Inclusion in the Early Years Foundation Stage

We believe that all our children should have every opportunity to achieve their full potential. We do this by taking account of our children's range of life experiences when we are planning for their learning.

We set realistic and challenging goals designed to meet the individual needs of our children, so that children have every opportunity to achieve the Early Learning Goals by the end of the key stage. Some children progress beyond this point. We help them do this by planning to meet the needs of

both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering safe and supportive learning environments, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping

The Early Years Foundation Stage curriculum

Our curriculum is exciting, broad and balanced allowing children every opportunity to achieve highly in all areas of learning. The 'development Matters document' and 'typical outcomes for early years children document' are used when carefully planning experiences for children depending on their age. Teachers carefully consider each child's preferred learning style (characteristics of learning), when planning guided activities and organising continuous provision. Personalised learning takes place from observations and 'Show and Tell' experiences. Staff respond to the needs of children and understand how they learn best. Our range of creative experiences through various learning environments gives pupils opportunities to develop competency and skills across the seven areas of learning and ultimately achieve the Early Learning Goals, ready for the next phase of their education. The importance of developing 'oracy' is planned for and reflected across all areas of learning as we are a Voice 21 school.

Our curriculum maps set out key topics and skills to be introduced and developed throughout the school year. Subject leaders contribute to this process. The Reception and Nursery teams plan an overview and from this develop medium term and weekly plans to incorporate differentiation, support and challenge for all children where appropriate. The children learn through both guided, adult led activities and child-initiated tasks through the continuous provision in both indoor and outdoor environments. During the summer term the children are prepared for a more structured day before they begin Key Stage 1.

Assessment

We make continuous assessments/observations of children's learning, and we use this information to ensure that future planning reflects identified needs. Progress is shared with parents throughout the year. Parents receive detailed information regarding current attainment and progress at the spring parents evening. Parents are encouraged to contribute to their child's development by sharing their child's milestones from home. This can be done via our online communication platform: ClassDojo. Teachers also have an open-door policy after home time where conversations with the parents/carers take place. Teachers and teaching assistants work as a team to assess children through daily activities and observations. Data, (judgements are made in line with age related typical outcomes and Early Learning Goals) is recorded using our bespoke class overviews and at the end of the school year, transferred to Arbor. Data is analysed half termly by the Early Years Leader and shared with the English and Maths Leaders, Inclusion Leader, Key Stage 1 Leader and Head Teacher.

During the first weeks in all our EYFS classes, each child is assessed through practical experiences and careful observation, this is a baseline assessment. Teachers and teaching assistants carefully consider any data relating to child development from other preschool providers. This enables staff to plan next steps for learning immediately for all areas of learning. In Reception, children participate in the statutory national NFER Baseline Assessment. This is directly recorded onto an online database. Assessment allows us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children and provides us with a baseline.

At the end of the final term in reception, we send a summary of these assessments to the LA for analysis. There are 17 summary scales known as 'The Early Learning Goals'. The child's next teacher uses this information along with their 'characteristics of learning' report to make plans for the year ahead. We also share this information with parents.

Each child completes an independent writing progress task each half term with a set theme. This enables staff to moderate and secure judgements across year-groups. Assessment in all areas of learning is ongoing and records and evidence are kept, these may take the form of photographs, written work or observations.

The children's progress is shared with the parents at parent meetings in the Autumn and Spring terms. Parents receive an end of year report that offers comprehensive comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. Parents are given the opportunity of discussing this with the teacher. Learning journeys are developed in our nursery classes and are shared with parents. They celebrate evidence of what children have done/achieved through the year.

The role of parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents and pre-school providers about the children before they start in our school;
- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- celebrating children's achievements through ClassDojo with photographs and messages
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- encouraging parents to stay if there are problems with the child's admission;
- offering parents to attend canteen taster sessions in the summer term before their child begins Reception
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through the child's school diary, and inviting parents to curriculum evenings/workshops, in order to discuss the kind of work that the children are undertaking.
- Supporting their child with homework activities
- Offering Stay and Play Sessions in Nursery and Stay and Share sessions in Reception
- Transition into our EYS classes and from EYS to KS1 is a real strength of our school. The EYS Leader plans a range of activities and timetables visits for parents, children and staff to ensure children settle quickly and begin or continue their 'Farnborough Schools' journey.

Resources.

We plan a learning environment, both indoors and outdoors, that encourages curiosity, creativity, enthusiasm and positivity. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Our continuous provision is well thought out and adapted to meet the needs of all children. We provide a range of high quality, natural and exciting resources, to stimulate and promote learning experiences. Children are trained to respect and look after their resources and to help tidy them away carefully.

Monitoring and review

This policy will be reviewed regularly.

Updated November 2024

Signed _____ **Date** _____ **Headteacher.**

Signed _____ **Date** _____ **Chair of Governors.**