

Mawsley Community Primary School



EYFS Policy

Policy Ownership	TLO
Statutory Requirement	YES
Date reviewed by Committee	15/10/2018
Adopted by Full Governing Board	15/10/2018
Formal Review	September 2019

Early Years Foundation Stage Policy

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. At Mawsley CP School children join us at the beginning of the school year in which they are five. In September each year, Mawsley Community Primary School has an intake of up to 60 Foundation Stage children. These children are taught in our Foundation Stage Unit which comprises of two classes supported by two teachers plus 2 teaching assistants.

Aim

The Early Years Foundation Stage is based upon four main themes, which underpin the learning and development within the Foundation Stage. These themes are as follows:

- A unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Mawsley CP 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 influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

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. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have strong links with our feeder nursery and ensure that we meet prior to transfer days to discuss each individual child and their transition process into school.

Enabling Environments

At Mawsley CP 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. Foundation Stage staff use talk and observation to gauge children's interests as the basis for planning. At the start of each topic we will have a 'WOW moment' to engage the children's curiosity. As a result the children will generate questions and formulate ideas for things they would like to learn about. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then inform the planning and the activities the children access. 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, quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. 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.

Partnership with Parents and the Community

All children benefit from good communication between parents/carers and teachers where information, experience and knowledge of the child are shared in order to increase understanding of the child and his/her education. Parents are encouraged to become involved with their child's education as much as possible through informal chats and observations of their child's achievements at home. Each term parents will be provided with 'Magic Moments' slips to record observations of their children at home along with prompts for the types of achievements they can be looking out for. For example, "This term we would like you to look out for examples of your child being imaginative at home. Do they make up their own stories or songs? In their role play do they act out real life experiences?" Observations that parents provide are then added into the children's learning journeys. Parents can also access observations made of their children's learning through the parent share version of our electronic assessment system, Tapestry.

At the beginning of each half term, teachers send home a newsletter which outlines the topics being taught in the forthcoming weeks. In Term six a written report is issued to parents explaining how well their child has settled and informs them of progress and achievements during their first year at school. Parents are encouraged to speak to the child's class teacher about any concerns as they arise. The class teacher may also arrange meetings with parents and/or provide activities that can be completed at home to help individual children's needs.

Three times a year, 'My Learning Review' sheets are completed and sent home. On this sheet the class teacher, child and parent state what they think the child has done well; it also gives the parents an insight into the topic for the upcoming term.

In addition, parents are invited to come into the classroom for a sharing afternoon during the year. During this time parents have the opportunity to share books and complete activities with their child. At the beginning of the autumn term, parents are invited to come into class each day from 8.40-8.55 to settle their child if they so wish.

Visitors are encouraged to come into school to talk to the children to widen their experiences and involvement with the community, for example during our 'People Who Help Us', 'Jungles' and 'Castles' topics.

Context

Admissions

Children are admitted to the reception class in the September of the academic year that they will be five. Parents must register their child for school by the January prior to their school entry year. If a parent wishes to request their child's place is deferred (summer born children) they must apply by the December prior to the year that their child should start. All children must be registered even if siblings are already in school. The Local Authority

offers school places around Easter prior to entry. Once the school has received notification of admissions for September an acceptance offer is sent to all parents.

Letters with dates for the New Intake Evening and visits to the class are given to all parents. This evening explains the school's ethos and introduces all members of staff, including the child's class teacher and teaching assistants.

Part of the evening is spent explaining school procedures but the main focus of the evening is the opportunity for the parents to meet with their child's class teacher and teaching assistant. The Early Years curriculum is explained with an emphasis on how children learn through well-structured play activities. An appointment for a Home Visit by the class teacher is made on this evening to take place during term six.

Links with other Settings

The continuity of sharing information with other professionals and settings is vital to form a complete picture of the whole child. These early links are formed by the Foundation Stage teachers spending time with the new children and their key workers at their pre-school settings during the summer term whenever possible. The majority of children joining the Foundation Stage have attended Mawsley Day Nursery. The school has therefore established good links with this setting to ensure a smooth transition for both children and parents.

Induction

During the summer term, parents/carers and children are invited to visit their new classroom on several occasions to meet their new friends, teachers and teaching assistants. Their first visit lasts for approximately an hour and parents are encouraged to stay. During term six Reception children will receive a home visit by their class teacher and teaching assistant if parents have agreed to have one. During these home visits parents are given further information about the school and each child is given a learning tool kit, which will help prepare them for school.

Attendance

All Reception children will now attend school full time from the first day of the term in September. However parents have a statutory right to delay full time education for their child until the start of the term after their child is five.

Staffing

The class teacher has overall responsibility for each pupil in their class, writing reports and liaising with parents. All practitioners are involved with observations, planning and setting up relevant activities and liaising with each other to discuss children's progress. Mawsley School staff are supported by students from a variety of local establishments.

Accommodation

The atmosphere in the early year's classroom should be one where young children can feel happy and secure. The environment should be stimulating, challenging and aesthetically pleasing both indoors and outdoors. Structured play, where learning has been clearly identified, is planned for. The Foundation Stage unit consists of two adjoining classrooms both with toilets, a covered outdoor area, a central area and a toilet with access for those with disabilities. Each child has a classroom base for the beginning and end of the day, but they can move freely between these areas during the course of the day. Children also use the school hall for assemblies and PE, library, music room, playgrounds and the school grounds.

Routines

Clothing

Children are encouraged to wear Mawsley uniform with suitable footwear that they can fasten independently. Shorts and T-shirts and a change of clothing should be kept in a P.E bag on the child's peg. All clothing should be clearly named. Children should always have a coat and a hat at school (summer/winter) to enable them to be suitably dressed for outdoor activities. Hair should be tied back and all jewellery removed for safety reasons e.g. when climbing on apparatus and creative activities.

Snacks and Lunchboxes

Snack time is an important social occasion for the children and to reinforce this the children participate in running their own snack tables in class where the children can engage in conversation, learn about food hygiene and develop independence. Each day a child from each class is responsible for inviting their peers to the snack table and serving them their snack. Snack is prepared by staff within the Foundation Stage that have an up to date Food Safety and Hygiene Level 1 Certificate. Fresh drinking water is always available in class; children are encouraged to bring in a named plastic bottle for this. Parents make a contribution each week towards snacks.

Children may go home for lunch, bring their own lunch in a named lunchbox or have a hot school meal. All children are eligible for a healthy free school meal which is prepared by Kingswood Catering. All children eat their lunch in the school hall. At the beginning of the school year, Foundation Stage staff accompany the new Reception children to the hall for lunch and stay with them and as sometimes this is a time for anxiety amongst some of the new children.

At all times children are encouraged to develop safe hygiene routines by washing their hands prior to eating and when using the toilets. This good practice is reinforced by visual prompts in and around the toilet areas.

Enhancing the Curriculum

The children in the Foundation Stage partake in a school trip in the summer term which complements their topic work at that time. All visits follow the school's Educational Visits Policy with risk assessments completed. Foundation Stage children are included in any appropriate school activities led by outside speakers and organisations. Visitors to the Foundation Stage are also encouraged and are viewed as valuable experiences for all children especially if they are related to children in the Foundation Stage.

Curriculum

Mawsley School uses the Early Years Foundation Stage Framework as a guide to developing good practice in the Reception year. The Foundation Stage curriculum is organised into Prime and specific areas of learning and development:

The Prime areas of learning reflect the key skills and capacities all children need to develop and learn in enabling them to become ready for school and learning in the specific areas. The prime areas of learning include:

Personal, Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Communication and Language

- Listening and attention
- Understanding
- Speaking

Physical Development

- Moving and handling
- Health and self-care

The Specific Areas area:

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measures

Knowledge of the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials
- Being imaginative

Collective Worship

Each child experiences a daily act of collective worship e.g. news, reception assembly, P4C. Once the children are fully settled they will participate in achievement assemblies every Friday with the whole school in addition to Phase assemblies with Year One once every three weeks.

Indoors and Outdoors

In order to support the seventeen areas of learning and development, the children are offered a wealth of experiences both indoors and outdoors, including mark making, malleable and tactile, creative and imaginative play, sound and listening, construction and physical activities. The outdoor environment is considered as an extension of the classroom and is incorporated into the planning to build on and extend classroom experiences. The outdoor area is of equal importance in delivering a full curriculum and we aim for the children to experience all areas of the curriculum here.

Teaching and Learning

Planning

Careful planning (long, medium, short term and spontaneous) is a team effort between the Foundation Stage teachers and the Teaching Assistants. This ensures that the activities provided are purposeful and relevant to achieve long term objectives. Long term plans contain an outline of the work to be undertaken during the Reception Year. Medium term plans contain all the learning intentions to be covered in a term and the Early Learning Goals. They are produced through observations and discussions with all the staff concerned. The short term plans contain details of experiences to be available in one week and contain specific learning intentions, assessment opportunities and details of differentiated activities and resources. Evaluations and assessments inform each week's planning to allow opportunities for children to extend their interests and sustained play. Aspects of planning, assessment and observations are discussed at team meetings. Staff are reactive to the children's interests and play and will plan spontaneously in order to challenge and stretch the learning taking place.

Play

Play is a powerful motivating factor for learning as children can become engaged in activities, which lead to increased understanding of themselves, other people and their environment. With no preconceived ideas, the child may enquire, investigate, experiment, practise and elaborate, begin to form concepts and find out about order, predictability and pattern in events. Opportunities for sustained play in a challenging environment enable all children to develop the knowledge, skills and understanding for a sound foundation to their lifelong learning journey.

Classroom Management and Organisation

The effective running of the classes depends upon the quality of interaction between the teachers and Teaching Assistants, drawing upon each other's strengths. Organisation of teaching will include:

- whole class teaching
- ability group teaching
- social group teaching
- individual teaching

through:

- clear and accurate exposition by the teacher
- questioning of pupils to probe understanding and previous knowledge
- demonstrations to the whole class
- differentiated activities

The classroom is organised as follows to support all areas of learning:

- maximum floor space where a variety of play activities can take place
- areas for role play, maths, writing, investigation, reading and small world
- a 'wet' area for 'messy' activities or sand/water
- table surfaces for games and mark making activities
- children's access to equipment – it is important for children to choose and put away equipment in order to encourage independence
- access to ICT through interactive whiteboard, beebots and desktops.

The covered outdoor area is organised as follows:

- maximum floor space for wheeled toys or balancing equipment, structured play and explorative activities
- table surfaces for tape recorder, musical instruments, games and mark making activities
- easels for chalking and painting
- floor and wall space for painting and creative activities on a large scale
- tray and bath for sand/compost, water play and other tactile experiences
- growing area/mud kitchen for role play
- wall and fence space to enable work or multi-sensory objects to be displayed or hung
- large adjacent storage area – children are involved in choosing, setting up and tidying away equipment

Observations

Observational assessment is an integral part of good practice in the Foundation Stage and children are observed on a regular basis; notes are kept of both formal and informal observations. Each class has an iPad for adults to take photographs and videos to upload onto 'Tapestry'. Class teachers and teaching assistants carry out observations on all children. Children are admitted to school with an entry profile from their pre-school supported by informal discussions with key workers from their pre-school. During the first term a baseline assessment is completed based on observations and interactions with the children. The results of this assessment are added onto track and will directly inform further planning and interventions in class. These observations are also discussed with parents at the first parents' consultation.

Well Being and Involvement

In line with school policy, all children in the Foundation Stage are monitored during the academic year to document their Well-Being and Involvement. This highlights any areas of concern that staff may have for a child and ensures a continuity of information for subsequent class teachers.

Assessment

Each child has tracking document in which his/her progress is recorded and tracked against the seventeen Early Learning Goals. These records provide a detailed profile of each child indicating the activities and experiences they have had, skills acquired and attitudes formed. At the end of Term 6, parents are provided with a written summary reporting their child's progress against the Early Learning Goals.

Each child has a personal portfolio that includes samples of work and annotated photographs chosen by staff and the child to demonstrate progress; it also includes notes on stickers and any observations of that child. At

the end of the reception year, Foundation Stage teachers liaise with Year 1 teachers to ensure continuity and to draw upon each child's individual strengths and areas for development.

Inclusion

Equal Opportunities

Mawsley Community Primary School is a school where all children are valued whatever ethnicity, culture, religion, home language, family background, physical difficulty, gender or ability. Early Years education is centred on developing the full potential of all children by building on their previous experiences and cultural backgrounds. Books and resources are evaluated, monitored and borrowed whenever possible, to ensure that they are relevant and encourage children to value each others' differences. Any stereotyping or expression of prejudice or discrimination by adults or children will be challenged.

Special Educational Needs

Provision will be made as part of the normal programme for a wide range of needs. We encourage full and active participation of all children in all activities to ensure individuals reach their full potential. Teachers will plan for each child's individual learning requirements by providing additional adult support if needed, adapting activities in the environment, accessing specialist aids and equipment when necessary. The SENCO, along with the class teacher, will liaise with pre-school settings and attend review meetings prior to entry to school. The Early Years practitioners and SENCO will work closely with home and other agencies to ensure children with SEN make the best possible progress in line with school SEN policy. Early identification of individual needs is essential and measures will be put into place to avoid underachievement in any child. Parental involvement is important to help overcome any difficulties and to support their child with all aspects of their learning and development.

English as an Additional Language

Practitioners will plan learning opportunities to help children develop their English by building on the child's experiences of language at home and, whenever possible, will provide opportunities for the home language to be used to support the development of English. Children need opportunities to be involved in speaking and listening activities with good role models. All children and adults should recognise and respect home languages and whenever possible the school will encourage carers to come into school so that they feel valued. The use of ICT is a useful way of supporting EAL children's language development.

Diversity

At Mawsley School we encourage positive attitudes towards diversity and differences in all children and families to help them learn to value different aspects of their own and others lives. It is important for all children to feel valued and be listened to as an individual and to feel safe at school.

More Able Pupils

Children's individual needs and skills will be recognised and appropriate challenge put in place to develop the needs of our more able children. These children will be added to the school's gifted and talented list and monitored in line with school policy.

Vulnerable Children

Partnership working is essential for all children but particularly so for "looked after children". School will work closely with all agencies involved with vulnerable children to ensure each child's needs are met and the best possible learning opportunities are provided for.

Foundation Stage Team Organisation

The Foundation Stage team work to develop an ethos of value and respect between families and the setting and developing an environment that encourages life long learners as follows:

- to provide and exemplify the highest standards of teaching and learning across the Early Years
- to lead a team of practitioners, providing guidance advice and support in relation to planning, organisation, assessment and resources

- to keep abreast of new and updated Early Years practice and research and to inform and disseminate this learning to all practitioners
- to develop the professional expertise of all practitioners, recognising their individual skills and training needs and thus enabling them to be critically reflective of their practice
- to be supportive in providing an environment that is secure and creating an atmosphere of care and mutual respect for all those involved
- to provide a learning environment that is stimulating, offering opportunities for autonomous learning that is inclusive for all
- to provide a well planned balanced curriculum that meets individual needs
- to support practitioners in the monitoring of children's progress and to ensure its effective use in future planning
- to provide support for all children and their families during transitional periods
- to develop a positive working partnership which actively nurtures a strong relationship between family and setting
- to support the development of links with the community and with other local cluster settings
- to liaise and work alongside other relevant outside agencies

Monitoring and Evaluation

Evaluations are crucial and should form part of the teachers' routine for they inform future planning. Through this process the teacher will be able to monitor the progress of individual children, the effectiveness of the curriculum and the quality of interaction between themselves and their pupils.

Resources and Budget

The Foundation Stage unit has a range of resources that support the seven areas of learning and development. We aim for as many resources as possible to be directly accessible to the children in order for the children to become independent learners. There is also a range of centrally held resources which the Reception classes can also access. Where extra resources and areas of need are identified these are purchased within budget constraints.

Health and Safety

The safety of all children and staff at Mawsley School is of paramount importance and we follow the guidelines as detailed in our school Health and Safety policy. In the Foundation Stage unit we monitor closely the number of children playing in any one area and conditions in the wet and creative area. Whilst the outdoor area is also covered by the guidelines from the school Health and Safety policy we also monitor it closely for any health and safety risks should they arise.

When children are admitted to the Foundation Stage at Mawsley, parents and children are requested to sign our Home School Agreement that guarantees their support for our standards of behaviour within school. All children are expected to behave in accordance with the school's Behaviour Policy and the standards of behaviour that we expect are reinforced through circle time and PSHE teaching.

Children with medical needs

Any prescribed medicines (i.e. antibiotics) are kept in the school office to be administered by the office staff. This does not include asthma inhalers; these are kept in a labelled box in the classroom of the children concerned. Every time a child uses their inhaler staff record the date, time and number of puffs taken. A list of children with medical needs is kept both in the class register and displayed in class for Teachers and Teaching Assistants to have easy access to.

This policy will be reviewed biannually.

The Curriculum Committee reviewed this policy on 9th October 2017 and it was agreed by the Full Governing Board on 4 December 2017.

