

DRAYTON COMMUNITY INFANT SCHOOL



Foundation Stage/Early Years Policy

To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safeguarded this policy is included under the safeguarding umbrella.

Review Date: March 2010

Drayton Community Infant School Early Years Policy

Our Aims:

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role families can play to work together in partnership.

How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

Planning

The Early Years Foundation Stage is based around four key themes and six areas of learning.

The themes:

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

Each theme is linked to an important Principle:

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

- The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

- Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

(The National Strategy - Early Years - <http://nationalstrategies.standards.dcsf.gov.uk/>)

The six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Physical Development
- Knowledge and Understanding of the World
- Creative Development

We plan learning experiences from the children's' interests and believe they should play an active role in generating ideas for the curriculum. Each class has a plan for continuous provision, Communication Language and Literacy (CLL) and Problem solving Reasoning and Numeracy (PSRN)*. The CLL and PSRN plans focus on whole class teaching and adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well resources and equip for the children to learn, practise, transfer and develop skills.

* see appendix 1

Assessment

- Monitoring of each child will take place through regular observations, discussions, photographs and record keeping and planned assessment.
- BIC (Bury Infant Check) and informal assessments to gauge individual children's abilities will take place at the start of the year.
- The Early Years Foundation Stage Profile is updated at least each half term. At the end of the year the E.Y.F.S. profile results are sent to the L.A. (Norfolk County Council).
- An end of year a report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and it is primarily by observing children that judgements are made to inform records and planning. Specific time for planned observations is allocated each week, which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child or on one of the targets from the Early Years Foundation Stage Profile. These observations are recorded in a variety of ways e.g. photographs, post it's, annotations on work, longer observation sheets and sharing books.

Transition

Changing from a pre school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim to visit each new child in their current setting in the summer term before they start school as well as organising times for the children to visit us at DCIS.

Partnership with Parents*

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. Formal meetings which are offered to parents include:

- A summer visit for the child and parents to visit the current class - **in June or July.**
- An admission meeting to explain school and class routines - **in June or July.**
- Autumn term: parents consultations to discuss settling and any initial language or behavioural needs - **in October or November.**
- A reading meeting to inform parents how phonics and reading is taught and how they can support at home - **in October.**
- A numeracy workshop to inform parents how mathematical concepts and skills are taught and how they can support at home- **in November**
- Spring term: parents consultation to discuss progress, Foundation Stage Profile achievements and settling into year one as appropriate - **in February or March.**
- Summer term: parents receive school report, reporting targets already being met and next steps on the Early Years Foundation Stage Profile (EYFSP) - **in July.**
- Links through learning activities as and when appropriate, e.g. share a book Fridays, finding out more about my family, settling in mornings in autumn term, home link books etc.

** - whenever the term parent is used it refers to anyone who has parental responsibility of the child.*

Admission Policy

All children are admitted in September as either full time or part time in line with the LA's admission policy.

Equal Opportunities

In line with the school's Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Review date; annually

Approved by governors March 2010

Appendix 1

The six areas of learning support, foster, promote and develop children's development:

1. **Personal, Social and Emotional Development** - Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.
 2. **Communication, Language and Literacy Development**- The key skills will develop confidence in communication, speaking and listening in a variety of settings and purposes, the children will have a wide range of books read to them and read simple texts for themselves, plus writing for a variety of purposes.
 3. **Problem solving, Reasoning and Numeracy** - Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.
 4. **Knowledge and understanding of the world** - Crucial knowledge, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.
 5. **Creative Development** - Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.
 6. **Physical Development** - Will improve the skills of co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being.
- Planning will take place collaboratively between the teachers and other staff involved in E.Y.F.S. These describe the learning activities linked to objectives and assessment opportunities. There will be termly medium term plans which include the learning objectives to be covered. Short term plans are decided on a weekly basis from observations and also taking into account the current needs of the children. Observations on focus children will also provide additional

information for assessment purposes. There will also be a timetable showing the activities taking place each day which will be displayed for all staff concerned.

- The children will be given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They will practice and build up ideas, and learn how to control themselves and understand the need for rules. They will have opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.