

Early Years Foundation Stage Policy



“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- Quality and consistency in all early years settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children.”

(Department for Education, 2012)

Acorns Primary School Mission Statement:

- To provide a happy safe caring environment for pupils and staff.
- To encourage each child to fulfil their potential.
- To create an environment in which every child's efforts and achievements can be celebrated.
- To develop an inclusive curriculum with enjoyment and excellence at its heart.
- To encourage all children to be independent learners.

The Aims of the Early Years Department at Acorns Primary School

- To provide a happy and secure environment with opportunities for young children to develop confidence, self-esteem and to build relationships with others.
- To recognise and value each pupil as an individual and develop each pupil's level of personal independence and achievement.
- To address the individual needs of all pupils by providing access and participation in a broad balanced, relevant and age appropriate curriculum, ensuring equal opportunities.
- To promote the moral, spiritual, cultural, intellectual and physical development of pupils.
- To value parents as important partners in their child's education.

- To provide a caring and supportive environment with equality opportunity for all.
- To provide an active, stimulating and challenging learning environment with opportunities for exploration and discovery.

Rationale

At Acorns we aim to provide quality early years provision for nursery and reception aged children, to ensure that they have the opportunity to experience and develop learning and skills in a safe, but stimulating environment. The indoor and outdoor learning environments provide access to appropriate continuous provision, focused tasks and guided activities which are tailored to meet the needs of the children. A sensory diet curriculum has been developed throughout EYFS, KS1 and KS2, to encompass learning styles and provision. It is an integral component of the EYFS at Acorns Primary school.

The Principles of the Early Years Foundation Stage (EYFS)

A unique child:

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with the teacher, teaching assistants and peers alike. Key people play an important role in the development of positive relationships and ensure the safety of the children.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

Welfare

Safety and security is a high priority at Acorns Primary School and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 are as follows:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
- To ensure that adults who work with the children are suitably vetted and trained.
- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain records, policies and procedures required for safe and efficient management of the setting.

Relationships

At Acorns, we feel it is important for children to expand their social skills and to develop relationships with peers and adults. This will be achieved as part PSED: Making relationships, through playing and interacting with other children and adults. All children are allocated a key person to support, enhance and provide a nurturing relationship.

Safeguarding

Safety is paramount and Acorns has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

The parent / teacher partnership

The Early Years Foundation Setting cannot function without the enduring support of parents and carers. We recognise that as parent, you are the child's primary educator and we recognise this important role through regular engagement including:

- Parents evenings
- The initial contribution towards the 'All About Me' section in the EHC plan
- The annual or bi-annual educational review of the EHC plan
- Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open door policy to enable parents to speak with teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents and the school.
- The initial home visits from the EYFS coordinator/class teacher and school term, to exchange information to ensure a smooth and productive transition process

Learning and development

The children are encouraged to learn through play and experience. The principles of the EYFS is to develop skills, understanding and knowledge as the essential foundations of learning and development. The EYFS covers a broad spectrum of learning and has been split up into seven areas of learning.

The "prime" areas of learning and development are:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Prime areas are fundamental, work together, and support development in all other areas. The prime areas begin to develop quickly in response to relationships and experiences.

The "specific" areas of learning and development are:

- Literacy.
- Mathematics.

- Understanding of the world.
- Expressive arts and design.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

Early Years education is valued and seen as the foundation for education and the beginning of a continuum of learning throughout the primary phase.

Class Organisation, teaching styles, planning and pedagogy

- Early Years classes at Acorns are organised in a way that encourages children to explore and learn safely.
- The identification of and provision for special educational needs of children are included.
- The importance of 'play', 'first hand' experiences and an active curriculum are recognised in planning learning opportunities for young children.
- There are areas for activities and play, and others for quiet time and rest.
- The setting is designed to promote play and exploration whilst encouraging independent learning.
- There is a shared understanding of the emotional needs of young children, how they learn and develop skills, knowledge and understanding.
- Policies and schemes of work include teaching and learning from 2 – 5 years
- The needs of the children are considered carefully in matters of organisation, management and administration.
- Indoor and outdoor learning opportunities are provided to encompass quality provision and experience.
- Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.
- Play is important to learning and development and we therefore do not make a distinction between work and play.
- We plan children's activities to reflect their interests and the synopses written by their parents. Assessment is conducted through observation and a detailed assessment.

- We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:
 - Playing and exploring.
 - Active learning.
 - Creative and critical thinking.

The learning environment and outdoor spaces

- The classroom is organised in such a way that children can explore and learn in a safe environment.
- Equipment and resources are accessible and can be located and used independently by children.
- The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- Activities are planned throughout the learning environment to help the children develop in all areas of learning.

Assessment and recording

At the end of the foundation stage (reception) children are assessed against the Early Learning Goals. Individual learning journeys are completed, which included a mix of photographic evidence, observations and examples of work. Children are baselined and assessed three times per academic year using b'squared.

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- Snacks are available during the morning and afternoon session.
- A paediatric first aider is accessible at all times.
- A school nurse is on site.
- Accidents and injuries are recorded in the accident book/toot toot
- A fire and emergency evacuation procedure and policy are in place.
- A Photographs and Images Policy is in place which states that cameras that are used in school must not be used for staff member's own personal use

Transition period

Children are invited in to school as part of the transition process. The first visit is a 'stay and play' session, whereby parents stay with their child as they settle into the new environment. Several subsequent visits will take place and each session will increase in length, until the child stays for a full day. A home visit is made by the EYFS coordinator/class teacher and the school nurse. This is a time to exchange valuable information and answer any questions or queries. Parents are provided with the class handbook outlining the type of activities and opportunities for learning their child will be accessing whilst at school. It will also give a brief description of the Early Years curriculum and the day to day running of the class. Parents are also encouraged to visit the setting, providing another opportunity for exchange of information. Liaison also takes place with professionals who are currently working with the child in order that any relevant information is passed on to help to ensure a smooth transition.

EYFS Curriculum

At Acorns, we follow the guidance in “Development Matters”, using this as a foundation for our pupils learning with high regard for differentiation for each pupil. In our EYFS department, all the children have an individual education plan which formulates individualised, planned programmes to help them achieve in the areas of the Early Learning Goals. We believe in the balance between adult-led and child-initiated activity and encourage independence wherever we can. The classroom environment is bright, stimulating and provides learning opportunities through the mix of activities, focusing on the different areas of learning. We recognise that our children’s development and progress will differ from those in a mainstream setting but we actively celebrate each step they achieve and use those achievements to plan their future development.

Personal, Social and Emotional Development

Our curriculum provision will include:

- Time for to children to help them succeed in their work, building their self-confidence and developing positive attitudes to learning
- Activities which are stimulating and challenging and which encourage children to develop their reasoning and problem solving skills
- Children being helped to concentrate and persevere in tasks by the provision of appropriate learning environments
- Children having opportunities to work individually, in groups and with adults who support them in establishing effective relationships
- Simple tasks given each day which encourage them to care for their environment
- Specific teaching of skills in personal hygiene
- Children being encouraged to be responsible for their personal possessions and to respect those of others
- Children being encouraged to make choices and have their wishes respected where possible
- Children having opportunities to listen to stories, watch video clips and take part in role-play activities, which encourage good social skills
- Good behaviour being held in high regard and children are specifically taught right and wrong action and language
- Children being helped to express their feelings and to develop good behaviour patterns through example, support and praise

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- Children having good role models in the adults who work with them in promoting: Positive values such as respect, fairness, honesty and truthfulness Understanding and consideration of the needs of others Sensitivity to the feelings of others in their social relationships Appropriate responses to their experiences of the world Care as appropriate for other living things

Communication and Language

Our curriculum provision will include:

- Opportunities for children to take part in discussions, listening and communicating both in planned sessions and informally as the situation arises
- Specific teaching of a signing or PECS vocabulary where appropriate
- Objects of reference used where appropriate
- A wide range of experiences planned to extend the children's understanding and use of vocabulary
- Activities planned to help children to hear and say the different sounds in words
- Information Communication Technology used as a communication aid where appropriate
- Daily story, singing and rhyme sessions where children are encouraged to listen and participate appropriately
- Opportunities to take part in role-play with adults, peers and alone
- Opportunities to listen to and to record other sounds e.g. music, animal noises, and environmental sounds
- Opportunities for children to use language in different ways: giving information, making requests, describing things and events and initiating and closing interaction
- Staff promote good communication skills through example and by making time to listen and respond Staff support, initiate, participate in and extend conversations They will encourage the children: To respond positively when addressed giving eye contact and attention To communicate using body language, facial expression, gesture, PECS symbols, signs, sounds, words, phrases and simple sentences To use

speech that others can understand
To join in talk during play
To relay simple messages
To ask and answer questions
To take turns to listen and talk
To listen, remember and respond to simple requests
To try to predict what will happen next
To talk about themselves recalling an immediate happening

Literacy

Our curriculum provision will include:

- Opportunities to share books with an adult
- Specific teaching of how to handle books and how they are organised
- Opportunities to listen to and demonstrate an understanding of a broad range of children's literature
- Opportunities to use ICT to access reading materials
- Opportunities to use ICT to develop word/letter/sound recognition skills
- Individual reading sessions where children are encouraged:
To tell the story from a picture sequence moving left to right and top to bottom
To join in with words and phrases repeated in a story or poem
To recognise "Favourite Books"
To understand that print carries meaning
To recognise some words, initially their own name
- Opportunities to experiment with a variety of writing materials
- Specific teaching of the language of writing e.g. up, down, round
- Opportunities to develop their fine motor skills in pencil control
- Recording sheets, which use pictures or symbols as well as words to communicate meaning
Opportunities to use ICT for writing
- Opportunities to carry information in written form e.g. taking a written message to someone and receiving a reply
- Opportunities to use writing for a purpose e.g. Making a birthday card

Physical Development

Our curriculum provision will include:

- Specific teaching of the different movements our body can make
- Opportunities to practice these movements in the school setting and elsewhere, e.g. park, in order to develop better control, co-ordination and spatial awareness

- Specific teaching in the use of a range of small equipment
- Opportunities to develop their skills in using this equipment through using tools and materials for a purpose to develop their fine motor skills
- Opportunities to play reciprocally both with adults and their peers in simple group games
- Specific teaching in the use of large equipment emphasising: aspects of personal safety social skills in turn taking and giving others time to succeed
- Opportunities to practice balancing and climbing skills and to explore the possibilities of a range of large equipment in closely supervised 'free' sessions
- Opportunities to perform movements and skills for others
- Opportunities to express their feelings through movement
- Daily outdoor play to develop their skills on bicycles, climbing frame and other play equipment
- Prompts to draw their attention to changes in their bodies when active
- Simple discussion activities, aided by ideas from the school nurse, about looking after our bodies
- Provision of appropriate snacks to encourage children to try new food and textures
- Opportunities for children to develop self-help skills e.g. in feeding and dressing
- Specific teaching in the use of a range of tools, construction sets and malleable materials emphasising the safety aspects
- Hydrotherapy, rebound therapy and contact dance sessions for some pupils
- Staff trained to meet specific needs of physically disabled children e.g. to follow therapy and positioning programmes devised by Physiotherapist and Occupational Therapist

Mathematics

Curriculum provision will include:

- Teaching of mathematical language both in play situations and structured activities, e.g. first, next, more, less, one, two, big, bigger, circle
- Activities that promote discrimination skills in observing similarities and differences, e.g. making a collection
- Opportunities to sort real objects according to colour size or shape
- Specific teaching of number concepts such as size, shape and capacity, and opportunities to generalise their skills through play
- Opportunities to use shapes in activities such as posting boxes and inset puzzles
- Activities to develop ideas of order e.g. ring stackers and nesting cups
- Daily sessions using number in rhymes and action songs
- Use of stories involving number, e.g. The Three Bears
- Daily opportunities to count objects
- Opportunities to share out equipment and food
- Regular activities using number line games to teach number recognition and place
- Where appropriate activities to teach simple number operations, e.g. addition and subtraction are planned
- Opportunities to promote observational skills of numbers used in the environment e.g. house numbers, bus numbers
- Opportunities to develop an awareness of larger numbers in their lives, e.g. a full biscuit tin, children in a whole school assembly
- Provision of simple problem solving activities where children can use their mathematical skills in practical ways
- Opportunities to use ICT to develop number skills
- Specific teaching of mathematical language both in play situations and in structured activities, e.g. in, on, under
- Opportunities to look for shapes in their environment
- Opportunities to look for and recreate patterns seen in their environment, e.g. flagstones, leaves, butterflies
- Provision of activities where children handle and use 3D objects such as assorted wooden bricks

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- Use of appropriate stories such as Rosie's Walk and Where's Spot to promote the effective use of mathematical language
 - Simple discussion session each morning to outline the sequence of the day's activities
 - Use of 'time' words as appropriate by the staff to extend the children's understanding of sequence, e.g. yesterday, tomorrow, last night, next week
 - Personal photographs used in children's work, in displays and in their Records of Achievement to develop a simple understanding of the passage of time
 - Use of stories and poems about time sequences
 - Provision of activities which develop understanding of the concept of measuring quantity, e.g. cookery

Understanding the world

Curriculum provision will include:

- Activities designed to promote interest in, observation of and curiosity about: Living things Our bodies and senses The effects of light and sound The use of simple forces Natural and man-made objects and materials
- Opportunities to talk about their experiences and to ask questions, suggest explanations and develop an awareness of cause and consequence
- Opportunities for children to record some of their observations as appropriate
- Opportunities to make guided choices and explore the possibilities of a range of materials
- Activities to develop skills in designing, construction and model making
- Activities to develop and practice skills such as cutting, joining, folding and building
- Opportunities to make food items using a range of materials and equipment and to develop their practical skills
- Opportunities to develop skills in the use of Information Communication Technology to support their learning through CD, smart board, switches to play sounds / change effects, remote controlled toys, programmable toys, switch-activated toys and suitable computer programmes and websites

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- Opportunities to grow seeds, bulbs and plants
 - Opportunities to observe and care for animals, birds and fish for short periods
 - Opportunities to explore the environment both locally through walks and in a wider area through planned trips on the mini bus or public transport
 - Activities designed to promote an interest in and understanding about the purposes of local places familiar to them
 - Opportunities to find out about themselves, their families and immediate environment
 - Visits and activities to collect evidence about the past e.g. museums, videos, stories, photographs and artefacts
 - Opportunities to develop skills in following simple directions
 - Opportunities to find out about natural materials such as sand, soil, water and rocks; and natural features such as hills, woods and rivers
 - Specific teaching and example of how to care for the environment e.g. litter, closing gates and not damaging plants
 - Opportunities to ask questions and to listen and talk to people in the wider community
 - Opportunities for children to interact and build relationships with peers and adults in fun ways
 - Photographs for children to look at of themselves, their friends and their families
 - Celebrations in school of various cultural and religious events
 - Teaching about language of emotion
 - Sharing of events in children's lives

Expressive Arts and Design

- Curriculum provision will include:
- Activities which allow children to express themselves through painting, drawing, modelling, using malleable materials, dance, drama and music making
- Sensory experiences which allow them to explore communicate, and develop their feelings and responses
- Opportunities to use a range of tools, materials and equipment

- Specific teaching of techniques to give them greater control over the materials they work with.
- Opportunities to experiment with tools and techniques
- Opportunities to look at famous paintings and listen to popular pieces of classical music
- Opportunities to view and evaluate work done by other pupils
- Activities which enable them to develop elements of pattern, texture, colour, line, tone, shape, form and space
- Opportunities to:
 - Discover how sounds are made
 - Make and change their own sounds
 - Explore sound making equipment

- Activities to help them learn the basic elements of rhythm, volume, pitch, tempo and sound quality
- Opportunities to listen to different styles of music and music from other cultures and times
- Daily singing and action rhyme sessions where children are encouraged to participate and perform for others
- Opportunities to express themselves imaginatively through role-play
- Opportunities to respond to music through movement
- Opportunities to act out stories they have heard
- Opportunities to record their music making