



Early Years Foundation Stage Policy

Key Document Details

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Aims:

At Drove Primary School, we acknowledge the importance of children's prior learning from previous settings and use this as a stepping stone to build upon. We encourage children to develop a 'can do' attitude.

We aim for all children to make outstanding progress in all areas of learning from their starting point here at Drove Primary School. We wish for the children to believe in themselves, their abilities and capabilities and become successful in their academic career and beyond.

We are passionate in providing the children with first hand learning experiences and ensuring that the children are happy and positive, allowing them to become resilient, inquisitive and confident individuals who are developing a love of learning. We pride ourselves in promoting independence and developing their critical thinking and problem-solving skills. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

We strive to engage children in their learning through our creative and vibrant environments, which encourage the use of both indoor and outdoor space. We encourage a strong partnership between home and school.

Play and Active Learning:

"Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills." [Early Years Matters: 2020]

At Drove we believe play to be the means through which young children learn. It is through play that children develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. Play helps children build up ideas and learn how to control their emotions, resolve situations independently and understand the need for rules and boundaries.

Active learning occurs when children are motivated and interested and they will be in an environment which ensure high levels of engagement whilst giving children the opportunity to be independent and have control over their learning. Gaining these skills, it will develop the children's confidence to make their own decisions, giving them a sense of satisfaction as they take ownership of their learning.

Planning:

In Nursery and Reception, we follow Development Matters within the Early Years Foundation Stage, updated March 2021, by the DfE. This framework enables adults to plan and deliver a cross curricular curriculum combining the children's needs and interests.

We have a mixture of child initiated and adult led activities out in the continuous provision. We take time to get to know the children's interests to support their learning. All areas of the Early Years curriculum are followed and planned for to ensure there is a broad and balanced learning environment and curriculum.

The children will learn acquire new skills and knowledge and demonstrate understanding through the seven areas of the EYFS curriculum: 3 prime areas and 4 specific areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Within these areas they are broken down into individual aspects which eventually lead towards the Early Learning Goals (ELG). ELG is the level of development where the children should be expected to have attained by the end of Reception. The statements support the children's development and supports the teachers when making a "best-fit" judgement.

Alongside this run the characteristics of effective learning. These move through the areas, they are

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

The 7 areas of learning are used to plan children's learning and activities. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Activities will provide children with repetition and the opportunity to build upon their skills. During the school day, children will have an chance to work independently, work collaboratively with their friends and with members of staff. Our planning in the Early Years follows the schools Long-Term and Medium-Term plans, which are used to support the weekly plans. As well as these plans, we use children's observations to plan allowing us to target particular areas of learning which the children are having difficulty with.

We have different topics every term ensuring to interest the children to ensure maximum engagement, for example: Space, Minibeasts and Life Cycles.

We also plan for Phonics using the LCP, in line with the schools Phonics Policy. The children then apply their phonics skills each day in and around their environment. We use the White Horse Federation Early Years Maths planning to plan lessons which teach children new maths techniques which will be built upon when in Key Stage One.

Assessment and Observation:

When the children join us in either Reception or Nursery, we conduct home visits. We will come to your home and see you and your child before they start school. We will ask you some questions about your child so we have a good understanding of them i.e. their likes and dislikes, before they start with us.

All children will start on a reduced timetable. It is important that the children see school as a happy and positive experience. Being on a reduced timetable allows the children to settling into schools gradually.

As part of the new Early Years Curriculum, Reception children will undergo a statutory baseline assessment as requested by the Department for Education, as well as The White Horse Federation Early Years Baseline Assessments. The assessments of the children will be carried out in the first 4 weeks of your child starting school. This allows us to see where your child is in their learning and plan according to their needs.

If your child is joining us from an outside nursery, before they start with us in September we visit them in their old nursery. We speak to their key workers as well as them to gain a little background information. Their nursery will also send us a document called 'A Moving On' document. This tells us a little information about your child and where they are in their development.

We have 4 Data Drop during the academic year. We input each child's individual data onto a platform called Pupil Asset. We use the statements in the 7 Areas of Development to help with our judgements. We hold Pupil Progress Meetings in these terms as well, where the Reception and Nursery teachers and along with the senior management team hold professional discussions regarding the children and their development. Inputting the data 4 times within the academic year, allows us to see their progress from their starting point in Nursery/Reception to when they leave us to go into Reception or Year 1.

Learning Environment:

The children's learning environment plays a significant part in supporting and extending the children's development.

At Drove, our Early Years Settings are attached to an outdoor space. The children have opportunities throughout the day to have 'free learning' time, whereby the children can choose which area of the environment they would like to explore. This allows the children to independently explore the indoor and outdoor environment. The outdoor environment has a positive impact on the children's development and at Drove we see it as an integral part of the children's learning and development. It acts as an extension to the indoor environment, allowing the children to be physically active and encourages the use of their senses. We go outside in all kinds of weather and adapt activities where necessary.

The children are able to explore the other classrooms as well as our conservatory. The conservatory provides the children with a space to engage in our Home Corner, small world and construction resources.

The classrooms are well organised to allow the children to explore safely and freely. Recourses are

accessible at all times to provide the children with the opportunities to practice skills they have learned during our phonics, literacy and maths lessons.

Inclusion:

As Drove is a very diverse school, we welcome and celebrate differences within our school community. We expose the children to many religious traditions and festivals. We celebrate a whole variety of traditions for example Holi and Diwali. We value the diversity of individuals within the school and tolerate a no discrimination philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn and we encourage all children to succeed and do their best.

We recognise that not all children develop at the same rate. The children's attitudes and dispositions to learning are influenced by the people in their environment. Therefore, we praise and encourage the children and celebrate their achievements made in and outside of school.

Special Needs:

Those children which are recognised as having special educational needs will follow similar programme of study as their peers. However, if the children cannot access the timetable and activities as the other children, a differentiated timetable may be suggested in order to meet their individual needs.

Parents as Partners:

At Drove we understand that parents are children's first educators. The experiences and opportunities that parents provide for their children will have an impact on their education. When parents and teachers work together, this will have an even bigger impact on their learning. We value our parent/ carer partnership and we need a positive, supportive and open home/school partnership in order to make the children's time with us fun, exciting and engaging as possible.

We keep parents informed about the activities and learning experiences the children will be taking part in. We communicate to our parents using:

- Class Dojo's messaging platform
- Termly Newsletters (accessible on the school's website)
- Letters or reminder slips
- On our Facebook page: Drove Primary School
- Text Messages- we send out dates and reminders via our text messaging service.

We hold termly events and invite parents to come into the class and spend time with the children. These are known as 'Parent Stay and Plays'. The teachers plan a range of activities, based on the topic that term. It is a very happy and welcoming time and enables parents to have valuable 1:1 time with their child. It also allows the parents to ask the teachers any questions.

We also hold termly 'Book Look' sessions. During these sessions the parents are able to come into their child's class and look at their learning journals and see the progress the children have made throughout the year.

As well as these we also build our partnership through:

- Home visits before their child starts school or nursery
- Before the children start school they, along with their parents, have the opportunity to come into school to spend time in the environment and get to know their teacher.
- They are invited into the school for story sessions where they can sit and listen to stories with the children.
- We invite all parents to an induction meeting in July, before the children start school. This explains everything they need to know about Drove, what their children will be learning and how they can help at home.
- Parents are invited to parent workshops where they can watch maths and phonics lessons being taught to the children.
- Offering parents regular opportunities before and after school to discuss their child's progress or any concerns they have.

The adults in the Early Years team:

We provide the children with a safe and secure environment with adults who are warm, kind, engaging, caring and nurturing. In Early Years we strive to model and develop good and positive relationships with all children. In our Nursery each child is assigned to a key person who is responsible for the children's learning journey and communicating with the class teacher on their children next steps. In Reception it is the Reception teachers that act as the 'Key Person' to all the children in their class, supported by the Teaching Assistants.

All members of staff have access to continued professional development to maintain and extend their specialist expertise.

Review of the Policy:

At the end of each academic year, this policy will be discussed and edited if necessary.