



CONIFERS SCHOOL

Early Years Foundation Stage Policy

1. Introduction

The Early Years Foundation Stage applies to children from two year of age to the end of the Reception year.

The Early Years education we offer our children is based on the following principles:

- Every child deserves the best possible start to their school life and support to realise their full and unique potential.
- It lays a secure foundation for their future.
- It ensures that no child is excluded from or disadvantaged.
- It offers structure for learning that has a range of starting points, content that matches the individual needs of young children, and activity that provide opportunities for learning both indoors and outdoors.
- It provides both a rich and stimulating environment, responding to the needs of the children.

2. Aims of the Early Years Foundation Stage

The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering and promoting development through children's early learning goals.

- Personal, social and emotional development.
- Communication and language.
- Literacy.
- Mathematics.
- Understanding the world.
- Physical development.
- Expressive art and design.

3. Teaching and Learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching in Keystage 1 & 2.

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

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used by teachers and their assistants provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals 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 indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observation.
- The clear aims of our work, and the regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of all adults working within the Early Years Foundation Stage

There is close liaison between all Early Years Foundation Stage teaching staff and the Reception class teacher liaises closely with the year 1 teacher to ensure a smooth transition between years.

4. Play in the Early Years Foundation Stage

Through play our children explore and develop learning experiences, which helps them make sense of the world. They practice and build up ideas and learn 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.

5. Inclusion in the Early Years Foundation Stage

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's ranges of life experiences when planning for their learning.

In the Early Years Foundation Stage, we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of the boys and girls, children with special education needs, children who are more able, children with disabilities, children from all social backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children's ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

6. The Early Years Foundation Stage curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experience that our children meet often enables them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Learning Goals are in line with the objectives in the National Literacy Strategy and the National Numeracy Strategy. In the Reception year at Conifers, children have a daily Numeracy lesson and Literacy lesson to ensure a smooth transition into Key Stage 1.

The Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Staff in the Early Years department use a fortnightly plan utilising a theme and a shape/colour/number focus creating outcomes suited to the age and needs of their pupils.

7. Assessment

Assessment in the Early Years Foundation Stage takes the form of observation, involving the teacher and other appropriate adults.

Each teacher keeps a developmental record for each child using an online portal called Tapestry and use these to record achievement. A termly overview of general progress and future steps is also recorded. These results contain a wide range of evidence that we can share with parents at parental consultation meetings and via access to Tapestry.

Parents receive a termly report that offers comments on each child's progress. It highlights the child's strengths and development needs and gives details of general progress.

Learning Profiles, covering the seven areas of learning are completed at the end of the children's Reception year.

8. The role of parents

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

- Providing the children with the opportunity to spend time with their class before starting school.
- Encouraging parents to talk to the child's teacher informally at any time if there are any concerns or to discuss general progress, and there is more formal parent/teacher meeting consultation sessions throughout the year.

9. Resources

We plan a learning environment both indoors and outdoors making use of our main school facilities. 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 activities on offer, as we believe that this encourages independent play.

10. Monitoring and Evaluation

Monitoring and standards of children's work and the quality of teaching in the Early Years Foundation Stage is the responsibility of the Headteacher and Deputy Head. The Headteacher visits classes to observe teaching and vies samples of work to monitor progress.

Approved by: E. Smyth (Head)	
Approved by: D. Hanbury (Chair of Governors)	
Date: March 2020	Next Review: March 2021