Trevisker
Primary School

Early Years Foundation Stage (EYFS) Policy

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School or Trust Policy	School

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Early Years foundation Stage Policy

Aims

- To foster positive attitudes to learning including confidence, curiosity, responsibility and independence
- To promote an inclusive ethos and approach to learning for all our children to ensure that none are excluded or disadvantaged
- To provide children with a well-planned curriculum which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment
- To develop children's knowledge, understanding and skills in all areas of learning through first hand experiences
- To provide opportunities for children to make choices and become independent in their learning in a variety of safe and stimulating environments both indoors and outdoors
- To establish and maintain a close partnership with parents/ carers, families and pre-school providers in our community
- To use focussed assessment and record keeping based on direct observation of children and discussion with them. To use this to inform future planning, monitor progress and build on children's prior learning
- To provide all pupils with Equal Opportunities, irrespective of sex, religion, colour, ethnic or national origins

Admission

Our school follows the Cornwall Primary School Admission Arrangements as set out in the annual admissions booklet given to the parents/carers of prospective pupils in the autumn term. Currently, from the term following their fourth birthday, all children are entitled to full-time education.

In our school we offer full time education to those pupils with their 5th birthday between 1st September and 31st August.

Starting School

The close proximity of St Eval Pre-school has led to a close working relationship between the pre-school leader and the Reception teacher. It provides the opportunity of allowing the pre-schoolers to visit the Reception teacher and classroom. This occurs across the summer term, prior to their admission. This greatly helps to provide a smooth transition. Pupils that do not attend the neighbouring pre-school are also invited along to these sessions. As well as providing these opportunities, parents/carers are also invited to a meeting, which explains school life, routines and the foundation stage profile.

Accommodation

We review our accommodation annually to ensure that it meets statutory requirements. At present our foundation stage consists of:

- A bright stimulating classroom within the main school
- Different learning areas within and outside the classroom
- A separate access for foundation and KS1 pupils
- Toilets next door to the classroom for the sole use of foundation and KS1 pupils
- A secure outdoor area with a range of surfaces and levels
- A separate playground for foundation stage pupils
- A large mixed playground for the use of foundation stage and KS1

Resources

We review our resources termly to ensure that they are:

- Suitable to meet the needs of the children
- In a safe and clean condition for use (daily check)
- Appropriate for all seven areas of learning and development

Our resources include the following:

- A good range of quality books displayed in an attractive, comfortable area
- Sand and water, indoors and outdoors, with a variety of equipment
- Mathematical and scientific equipment
- Materials for imaginative play including some equipment for different role play areas
- A variety of papers and tools/implements to make marks and write
- A variety of creative media such as paint, clay, wood and junk materials
- Small and large construction equipment
- Cooking equipment
- Growing and living things
- Artefacts and interesting objects to handle
- A variety of outdoor play equipment

Staffing and Organisation:

Our Reception class is led by our foundation stage teacher, who has experience in KS1 and EYFS. In addition, the class has a well qualified support assistant on a full time basis. We also welcome parent/carer help on trips and visits which are planned regularly.

We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all our staff working in the Foundation Stage attend courses and training on a regular basis

as part of our school professional development programme and are supported by KL Trust specialists.

Curriculum

Our core reference documents are the 'Early Years Foundation Stage Profile Handbook', the 'Statutory Framework for the EYFS' and 'Development Matters'. These include the principles for good practice which underpin our provision at this school.

Our planning is based on child initiated topics. The National Frameworks for Literacy and Numeracy Strategy are also incorporated into our planning. This ensures high expectations and standards for our children. The curriculum is organised into three prime areas and four specific areas of learning and development. The three prime areas are:

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

The four specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Within the seven areas of learning, the early learning goals establish expectations for most children to reached these by the end of the Foundation Stage. Some children in our school will exceed these goals and others will still be working towards them as they enter Year 1/KS1.

Although the seven areas of learning form the framework for our planning, we know that children's learning is not divided into distinct areas. Often, one experience helps a child to develop a range of new skills and concepts across several areas of learning and our planning reflects this.

We encourage parents/carers to become actively involved in their children's learning by sharing curriculum information with them, and giving them plenty of opportunities to share information, experiences, thoughts, concerns and resources with us.

Reading

As a school we feel that early reading opens so many further opportunities. All children are assessed using language link during the first term. We follow the Read, Write Inc programme where children receive daily phonics sessions, in Year 1 the children will be assessed as a Statutory requirement in the phonics screening check.

Learning and Teaching

We believe that our children learn best by being actively involved in activities, through first hand experiences and their senses. We therefore provide a range of activities which are interesting, enjoyable, challenging and fun! Through these, we encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills.

We firstly believe that if a child is excited and motivated by learning, especially in the early days at our school, then we are already helping that child to become a lifelong learner.

We also provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary.

We recognise that children learn in different ways and at different rates.

Play

We ensure that children have plenty of opportunities to play in a secure environment with effective support from caring adults. We use the classroom and our outdoor area to enable children to access both planned, structured play activities and self-initiated, spontaneous play activities.

Assessment

Our assessment of pupil progress through the Foundation Stage is based on regular and close observations as well as questioning, listening and discussion with individual children. In this way, we are able to make professional judgements about what children have learnt as well as through the activities children have completed. We involve all adults who come into contact with the child and regard parents/carers as especially important in this respect. We therefore want to ensure that parents/carers are able to contribute to the assessment process through an ongoing dialogue between home and school.

On entry to school we make initial assessments of what children already know, understand and can do. On a regular basis we track each child's progress against specific learning objectives, record significant achievements and report to parents/carers termly. During the school year we hold parents/carers' consultations with an appointment system as well as opportunities for informal discussions between home and school. At the end of the school year in the Summer term, we give parents/carers a written report which shares information about their child's progress in the seven areas of learning, invites comments and provides an opportunity for discussion and to set targets.

During the summer term each child's achievements within the Foundation Stage profile are summarised and data submitted to the LA as part of statutory assessment.

Meeting Individual Needs

We provide a safe and supportive learning environment at our school where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs. We plan carefully to meet the needs of:

- Children with special educational needs
- Children with disabilities
- Children from all social, cultural and religious backgrounds
- Children of different ethnic groups
- Children from diverse linguistic backgrounds

In addition, we select our resources, equipment and materials thoughtfully, choosing those which positively reflect diversity and are free from discrimination and stereotyping.

Oracy & Voice 21

Trevisker Primary School's Oracy Curriculum builds upon the attainment targets set out in the National Curriculum's English - Spoken Language programme of study. The early years curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Promoting British Values

Democracy: making decisions together

- Encourage children to know their views count
- Value each other's views
- Talk about feelings
- Making decisions about things that affect daily activities e.g. choosing role play themes
- Activities that involve turn taking, sharing and collaboration
- Opportunities for critical thinking and questioning

Rule of law: Understanding rules matter

As part of the focus on managing feelings and behaviour (Personal Social and Emotional development)

- Activities where children understand their own and others' behaviour and its consequences
- Distinguishing right from wrong
- Creating shared classroom rules/ common codes of behaviour
- Promoting an understanding that rules, e.g. tidy up time, apply to everyone
- Following our schools behaviour and relationships rainbow

Individual liberty: freedom for all

As part of the focus on self-confidence and self-awareness and people and communities (Personal Social and Emotional development) and Understanding the World

- Encouraging children to develop a positive sense of themselves
- Opportunities for developing self-knowledge, self-esteem, and increase self-confidence through e.g. encouraging risk taking on climbing apparatus, celebrating individual successes
- Activities which encourage the language of feelings and an appreciation of the feelings of others e.g. through the use of persona dolls
- Activities which encourage discussions and celebration of all our similarities and differences
- Creating an ethos which encourages and respects different opinions
- School awards for citizenship – Sunbeam award

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people and communities, managing feelings and behaviour and making relationships (Personal Social and Emotional development and Understanding the World)

- Creating an inclusive environment and ethos where everyone is valued and differences are portrayed positively
- Positive relationships promoted with parents/carers/carers and the wider community
- Activities which encourage an understanding of and respect for one's own cultures and beliefs and that of others, an appreciation of similarities and differences among families, faiths, communities and traditions
- Activities which encourage positive social behaviours such as sharing and kindness towards others
- Activities and resources which promote diverse attitudes and challenge gender, cultural and racial stereotypes and value the diversity of children's experiences and lifestyles through e.g. persona dolls

Partnership with Parents/carers

We firmly believe that parents/carers are children's first and most enduring educators. To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise through:

- Parents/carers welcomed at the door at the beginning and end of each school day and voluntary support if required
- Parent/carer views and knowledge about their own child are listened to e.g. on admission and through parent/carer questionnaires and formal/informal consultations
- Parents/carers are given clear information about the school through its website, school information leaflet, newsletters, displays, meetings, workshops etc
- Parents/carers and other family members are encouraged to support their child's learning through:

- Sharing and contributing to their child's learning journey
- Sharing reading books and library books
- Secret reader
- Visits and celebrations
- Postcards/books/photographs about holidays etc

Monitoring & Evaluation

This policy is monitored on an annual basis by:

- Headteacher
- Local Advisory Board

It also forms part of our annual school self-evaluation process and will therefore be incorporated into our School Development/Improvement 100 day plan as appropriate.

At Trevisker Primary School we appreciate the need to be aware of, and consider, issues concerning disability, race and faith, sex/gender, sexual orientation, age, income, and geographical factors as well as harassment and discrimination and how they may affect the curriculum and school ethos.