

## Hope Primary School's Early Years Foundation Stage Policy



Equal opportunities lie at the heart of all that we do at our school. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.

### **Aims of the Early Years Foundation Stage Curriculum**

1. To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
3. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
4. To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
5. To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.
6. To provide a curriculum which provides equal learning and development opportunities for all the children.
7. To create a partnership with parents to support and enhance the development of the children.

### **The Curriculum**

In the Early Years Foundation Stage (EYFS) class at our school (Puffin Class) we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and an understanding in these Prime areas of learning:

- Personal, social and emotional development
- Physical development
- Communication and Language

We will also plan for children to develop skills, attitudes and understanding in the Specific areas of learning and Development which are:

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

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.

Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

### **Play Policy**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the six areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

### **Planning, Recording and Assessment**

Topics are planned on a 2-year cycle to take into consideration the mixed age range of the whole class. Topic planning takes place on a termly basis and is recorded by the teacher on a Topic Planning Grid which has headings for each of the seven prime and specific areas of learning to support cross curricular links. This ensures that all curriculum areas are covered whenever a topic or activity is planned. Adult focused and independent activities are planned on a weekly basis and staff need to be flexible in this weekly planning to allow for learning to be guided by the children's own interests. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. Discrete

teaching of phonics happens daily and guided and shared reading and writing activities are planned for each week.

Pupils are assessed using the Development Matters document. This is used as an ongoing tool to consider progress and plan targets. Each Reception child has an individual file where observation sheets are completed regularly and related to short term planning. An end of term summative record sheet is filled in for the purpose of tracking progress. Staff completing the assessments will attend annual moderation meetings.

### **Assessment**

An initial assessment of each child entering our Reception class in September will take place using a package purchased by school called the Early Excellence Baseline Assessment. Regular assessment is then carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the class and individuals record sheets. Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept in the child's Record of Development book as appropriate. Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents' evenings are held twice a year. Parents' evening is an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time; all children have a school link book to keep in regular contact and have the opportunity to chat with staff every morning when their child is dropped off at school.

### **Equal Opportunities**

Aims:

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

During school visits the term before a child begins, we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure no pupils are excluded.

**Policy reviewed and updated by:** Sally Winfield, Early Years Coordinator

**Date:** 22.5.15

**Next Review Date:** July 2016

**Signed** \_\_\_\_\_ **Head Teacher**

**Signed** \_\_\_\_\_ **Chair of Governors**