



Wootton Bassett Infants' School

EARLY YEARS FOUNDATION STAGE POLICY

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up"

(Statutory Framework for the Early Years Foundation Stage, 2012)

Aims

At Wootton Bassett Infants' School we believe that children should have a safe, secure and happy environment with the optimum opportunities to promote social, emotional, cognitive, creative and physical development.

We recognise that children are individuals who develop at different rates. The children arrive with a range of previous experiences and cultural/religious backgrounds. We respect and celebrate our differences and similarities to broaden our education. Most of all we believe that learning should be fun for everyone.

The EYFS is based upon four themes:

A unique Child

All children are treated as individuals and given the same opportunities to achieve their full potential whatever their gender, ability or social or cultural background.

Positive Relationships

We develop relationships that set clear boundaries and are supportive of children's own efforts and independence. We recognise the important role that parents and carers play in their child's development and education.

Enabling Environments

Our classrooms and outdoor learning area are bright and welcoming and celebrate the children's achievements and learning. They offer stimulating resources and opportunities for the children to learn through play and active learning.

Learning and Development

Play and active learning are central to how children learn. We offer a creative curriculum that motivates and makes learning fun.

The Early Years Foundation Stage Curriculum

We follow Development Matters in the Early Years Foundation Stage (EYFS) (2012).

"The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected". (EYFS 2012)

The **prime** areas are

- * **Personal, Social and Emotional Development**
- * **Communication and Language**
- * **Physical Development**

The **specific** areas are

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

Characteristics of Effective Learning

These characteristics move through all areas of learning. The three main areas are

- * **playing and exploring**
- * **active learning**
- * **creating and thinking critically**

While these areas provide a framework for the early years curriculum, young children's learning does not divide up into distinct areas. A particular experience may develop learning over several areas at any one time. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through structured play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practise and that we can all learn when things go wrong. They practice and build up ideas, learning how 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.

Planning

We plan for each area of the EYFS through termly, weekly and daily plans. Each term is based on a different topic which enables us to provide a balanced and creative curriculum. The topics are organised through a two year rolling programme. A blend of both teacher led and child initiated activities are planned and all activities are based on a practical and play based curriculum. This reflects our school motto "Where learning is fun".

Termly plans outline the chosen topic and activities are planned for all seven areas of learning. Outdoor play, sand and water play, imaginative play and French are also included.

Weekly plans consist of a Literacy plan, Mathematics plan, and a general weekly plan which covers the other areas of learning. These provide greater detail of planned activities and also learning objectives, areas to focus on in terms of observation and assessment, and next steps for learning. Opportunities to extend the higher achievers are also included on the planning. Learning objectives are taken from the EYFS Development Matters (2012) 30-50, 40-60+ months bands and the Early Learning Goals. The children's assessment booklets, adult observations and photos are used to inform areas for learning and further observation. This ensures good assessment for learning.

Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage mostly takes the form of observations and this involves the teacher and other adults as appropriate.

During the children's first half term in the Foundation Stage, the teacher assesses the ability of each child by completing our own school entry profile. The information gained informs the teacher's planning for the advancement of individual children and provides information to give a starting point to assess progress through the year. In October the children are assessed against the Development Matters (2012) to form a baseline assessment. They are then assessed again at the end of terms 2 and 4. At the end of term 6 they are assessed against the Early Learning Goals and are judged to be emerging, expected or exceeding in relation to these. Observations are made throughout the year to inform these assessments and assessment and observation opportunities are identified on planning. This information is also used during the year to track pupil progress and inform planning. The Foundation Stage teachers have termly (x3 per year) review meetings to discuss children's attainment and moderate judgements. This includes moderating the children's writing. This also ensures the children have had the experiences to enable them to achieve each ELG. EYFS teachers also attend moderation training and agreement trialling each year.

At the end of the Foundation stage the children are assessed against the Early Learning Goals and these are translated to numerical values and scores are submitted to the LA. This data can be used to compare our children's attainment to county or national data.

More formal assessments also take place at the end of terms 2, 4 and 6. A piece of writing and number work is put in the children's individual sample of work books which form a record of achievement throughout the school. The month band from Development Matters that the children are working within in Literacy and Mathematics is also recorded, as are how many words they can read and spell.

Parents are informed of their child's progress by consultations in the autumn and spring terms and an end of year report in the summer term. Parents are also able to speak to teachers either formally or informally to discuss concerns at any time and they are given opportunities to comment on their child's work. The profile report assesses the children's attainment in relation to the Early Learning Goals and also includes a short commentary on their characteristics of effective learning. This is shared with parents and Year 1 teachers.

SEND

Children with any SEND needs are included in all activities and are given targeted support to meet their needs. Children arriving at school with differing needs are identified early and given interventions in the class and are given extra TA support if required.

Equal Opportunities

Children have the right to equal opportunities and we must be aware of cultural, religious and gender differences. Discriminatory and stereotypical portrayals of gender or culture must be challenged and a positive alternative provided in order to dispel misconceptions.

Parental Involvement

We value the partnership of parents/carers and encourage them to participate in their child's education at all levels. The help offered by parents is greatly appreciated and provides support for children and teachers.

Children gain security from knowing that parent and teacher work in co-operation and this provides a foundation for feeling positive about the transition to school life.

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