



GREEN MEADOW PRIMARY SCHOOL

Early Years and Foundation Stage Policy

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To be reviewed by Governors: February 2017

An Academy,
achieving more,
learning together.



Green Meadow Primary School

EYFS Policy

Our Mission Statement

“At Green Meadow we provide a nurturing environment that develops children’s self confidence and empowers them to reach their personal and educational potential.”

Each child who attends our school is a unique person: he or she has skills to be developed, curiosity to be encouraged, difficulties to overcome and potential to be fulfilled.

Our EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

Our EYFS comprises of 2 Reception Classes. In each class there is a Teacher and a Teaching Assistant. EYFS SEND Teaching Assistants may also work across both Reception classes.

At times the EYFS will have visiting student teachers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate.

The EYFS staff work as part of a team, children from both classes have the opportunity to work together during free flow time, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups. They are taught in a variety of ways; as a whole class, in small groups, pairs and individually.

Teaching and learning will be conducted in either ability or mixed ability groups. Our aim is for all children to be able to achieve their full potential. Therefore, when deciding on teaching and learning groupings we think about how best individual children will learn depending on the nature and desired outcome of the activity. We are dedicated to providing excellent pastoral care and education to those children in our school.

Staff are fully qualified, have a wide range of experiences and expertise in working with and educating children. The staff are committed to professional development and attend up to date training courses and have excellent knowledge of the EYFS and child development.

The EYFS effects a smooth transition from home and nursery settings to school and offers stability for the younger child. In all cases children are provided with an environment in which they are given opportunities to express themselves using a variety of media and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the EYFS we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children can flourish and learn to make sense of the real world. We make the children feel like and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encourage to interact with others, to move about and explore a wide variety of learning situations. There are well planned areas of provision in the wide range of activities and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves.

Characteristics of Effective Learning

The three strands to Characteristics of Effective Learning (Playing and Exploring, Active Learning and Creating and Thinking Critically) underpin learning and development across all areas of the EYFS curriculum and support children to become confident, independent and motivated lifelong learners. Our EYFS team observe how each individual child learns best. We then facilitate their learning, to support them in their preferred characteristic and encourage them to explore new characteristics so that they can achieve their full potential.

Building Learning Power (BLP)

BLP is a whole school initiative which supports and runs alongside Characteristics of Effective Learning in Reception. The aim of BLP is very similar to Characteristics of Effective Learning in that it aims to teach children how they can learn best and empower them to become effective learners. In Reception we focus on developing and supporting children in the following 5 skills linked to BLP:

1. Collaboration
2. Perseverance
3. Managing distractions
4. Questioning
5. Listening and Empathy

A new skill is introduced every half term, starting from the second half of the Autumn term. The children will continue to learn new BLP skills as they move up through the school.

Our Induction Process

During the Summer term before the children start at Green Meadow Primary School they will be visited by a member of the EYFS team at their preschool setting so that we can begin building a positive relationship with each individual child.

Children are also invited to play sessions in the Summer term before they start in September. This gives them the opportunity to see the Reception unit, meet the EYFS team and some of the children who will start with them.

A parents meeting is held by the Senior Leadership, EYFS Teaching and Learning Leader and EYFS Teacher in the Summer term, to introduce parents and carers to the school and Reception procedures. Through this meeting the school's expectations and routines are communicated. The induction process and Reception curriculum are also introduced.

During the induction period in September, children are split into 4 colour groups. They begin part-time for two days, before starting fulltime on the third day. This allows the children time to adjust and feel secure in their new environment and gives time for the EYFS team to get to know the children individually and establish good relationships.

Children stay in their four coloured groups until half term, swapping between the two Reception classrooms and class teachers. For example:

Week 1:

Red and Blue Group = Class 1

Yellow and Green Group = Class 2

Week 2:

Red and Yellow Group = Class 1

Blue and Green Group = Class 2

This process enables the EYFS team to get to know all of the children really well, which supports us in placing the children into their final classes evenly, taking into consideration each individual child's needs and abilities. During this time the EYFS team will be carrying out a baseline assessment of every child for all seven areas of learning. Induction is done in this way to support children so that they have the best possible start to school life. The children then stay in these class groups until the end of Year 3.

EYFS Areas of Learning

The EYFS is a curriculum from birth to five years old, we follow the Development Matters Early Learning Outcomes and concentrate the learning opportunities on the seven Early Learning Goals (ELGs). Which are split into two strands prime and specific:

Prime

1. Personal, Social and Emotional
2. Physical Development
3. Communication and Language

Specific

1. Literacy
2. Maths
3. Understanding the World

4. Expressive Art and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, other adults and children, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children.

Personal, Social and Emotional (PSED)

The school fosters and develops relationships between home, preschool settings, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn, work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect others cultures and beliefs, children are enabled to become confident and develop a positive self-image.

Physical Development (PD)

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoor and by working with a wide range of resources. The children also have the opportunity to work with a sports specialist once a week from Sports Plus. This provision enhances the fantastic experiences and high quality physical development that the children already have in school.

Communication and Language (CL)

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are also encouraged to take part in class activities such as working with puppets, participating in

music sessions and saying rhymes, singing songs together and participating in class assemblies.

Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently, in addition to taking part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left to right orientation and correct letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Maths

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and in number activities. Children are given the opportunity to learn about number, calculations, shape, space, position, pattern, money, time and measurement. Each year group has a set of age appropriate 'Know It's'. These are key mathematical facts that are taught and embedded in learning. Our aim is that children learn the set of 'Know It's' for their year group off by heart, by the end of their time in each year.

Understanding the World (UW)

All children are given the opportunity to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given the opportunity to develop computing skills and to work with and use modern technology.

Expressive Art and Design (EAD)

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given the opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times of the year children are given the opportunity to participate in school productions and assemblies.

Trips and Visitors

Trips and visitors coming into school are planned and organised to enhance and support the EYFS curriculum. They play a vital role in bringing learning to life. In Reception the children have the opportunity to go on a trip every term. The children also have the opportunity to go on local walks to support and enhance learning. At the beginning of the year parents and carers are asked to give permission for their child to go on supervised local walks. In addition to this we have lots of exciting opportunities in school for the children to be involved in. For example, in the Spring term when we learn about Chinese New Year we have a specialist in to teach the children a traditional Chinese dance and talk to them about Chinese traditions and culture. We have the 'Living Eggs' in Reception and the children get to experience real eggs hatching, watch chicks grow and handle them. There is a wide range of other opportunities where children get to learn about and get involved in activities based around a story with a real actor.

Outside

We have an outside learning space which children have free flow access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning including larger resources: a climbing frame, pond area, poddley, sand pit, water play and large white board. EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices in the outside area. The children also have the opportunity on a regular basis to take part in outdoor learning

and forest school activities which go beyond the area leading off from the Reception classrooms. In the wider school grounds the children have access to: the trim track, large climbing frame, field, Community Den, nature trail, fire circle area, orchard and sensory garden.

Planning

Good planning is key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children during child initiated learning, focused activities and whole class learning in order to understand and consider their current interests, development and learning needs. All practitioners who work in the EYFS at Green Meadow Primary School are involved in the planning process.

Our long term plan is an over view of the topic themes. Our medium term planning outlines the objectives we are going to cover in each half term and our weekly planning takes the form of a Literacy, Maths, Topic and Continuous provision plan. For Literacy and Maths there are four whole class teaching sessions with a linked differentiated focus activity which the children will do with a member of the EYFS team. Phonics planning is on the Literacy plan and there are 5 planned whole class teaching sessions which follow the Letters and Sounds programme and a differentiated focus activity which, the children will also do with a member of the EYFS team. The children also participate in a guided reading sessions at least twice a week. The topic plan outlines the weekly circle time activity linked to PSED, one whole class teaching and learning session and a differentiate focus activity for either EAD or UW and the Outdoor Learning focus. There is also a PD plan every week which is planned by the Sports plus coach. The continuous provision plan gives a guideline for the resources we are going to be using that week to cover the 7 areas of learning, based on the theme of the week, the children's current interests and developmental needs. In addition to this it outlines possible focuses for EYFS staff when facilitating children in their play and encouraging child initiated learning.

Assessment

Before children start at Green Meadow Primary School a member of our EYFS team will meet with each child's key worker from their preschool setting to discuss each individual child's development and needs. Transfer records from preschool settings are also read and discuss by the EYFS team. This information is used to support and inform the EYFS team to make baseline assessment judgements for each child in the seven areas of learning. The EYFS team will be observing and working with all of the children in their first four weeks of school to make their final baseline assessment judgements.

Throughout the Reception year the EYFS team will make regular assessments of the children's learning and use this information to ensure that future planning reflects identified needs of individual children. The assessments will be based on observations, child initiated learning, focused activities and whole class learning. All members of the EYFS team work together to inform assessment. Assessments are made against the Development Matters Early Learning Outcomes and the end of Reception Early Learning Goals. A record of assessment is kept in the front of the children's Literacy, Maths and Topic books. A colour system is used to track progress throughout the year. Yellow = Baseline assessments, Blue = Autumn term assessments, Green = Spring Term assessments and Pink = Summer Term assessments. These assessments are then recorded on the school tracking system 3 points in the Reception Year (September, February and June).

We value the knowledge that parents and carers have about what their children are doing and learning at home. The EYFS team use information given to us from parents and carers to support and feed into our assessment judgements. Parents and carers can inform us either through 'Wow moments', informal conversations, send work children have been doing in from home, photographs or in a note to the teacher.

Parents are kept informed of their child's progress throughout the Reception year through informal conversations with the class teacher and through parent and carer consultation meetings. Within the final term of the Reception year, we provide a written summary to parents reporting on children's progress and commenting on 'Characteristics of Effective Learning'.

Although Green Meadow School is an Academy, the school buys into the Local Authority three year cycle of training and moderation programme to support the professional

development of teachers. Teachers participate in regular in-house moderation with the support of an experienced EYFS consultant and local cluster group moderation meetings. This provides an external quality assurance and validation of our teacher assessments.

Transition

Reception and Year One teachers have worked together to make the transition from EYFS to Key Stage One as smooth as possible. At Green Meadow School:

- Children are encouraged to develop independence when dressing and undressing, doing up coats and organising their personal belongings throughout the Reception year
- The EYFS team plan for more structured activities to be undertaken during the Summer term, encouraging less dependence on adult support.
- Reception children are introduced to self-assessment in the Summer term so that they have a clear understanding of how to use it to support them in their learning, ready for Year One.
- Reception children meet and get to know the Year One staff during assemblies and other whole school activities throughout the Reception Year.
- EYFS data and tracking is passed onto Year One teachers and discussed.
- Reception Teachers and Year one teachers meet to discuss individual needs of every child in July.
- In July there is a meet the teacher day where Reception children get to spend the day with their new Year One class teacher in their new classroom.
- Year One classrooms include learning areas similar to the Reception classrooms: e.g. role-play, writing table, book corner, horseshoe table.
- The organisation of learning in Year One will initially reflect the organisation of learning at the end of Reception, it will then gradually move towards a more formal organisation of learning when appropriate depending on the needs and development of the class.
- Children who are 'Emerging' on leaving Reception will continue to work on the EYFS curriculum until they achieve 'Expected' against the Early Learning Goal (ELG) or until an appropriate point in time when they will be reviewed and moved onto P Levels.

Photographs/Videos

At the beginning of the year we ask parents to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school web site. (Children who are 'looked after' will not have their photograph on the website or any public flyers etc).

Parents/Carers as Partners

We value the involvement of parents and carers in school. Parental involvement with school begins even before children start Reception, with an invitation to visit the school and meet the Senior Leadership and EYFS teams at a BBQ in July. At the beginning of the Autumn term parents are invited to come and find out about the EYFS curriculum, assessment and phonics. Parents consultation meetings are held each term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. If parents are concerned in any way about their child they should telephone or call into school to make an appointment to discuss their concerns with the class teacher. Parents are kept informed of all happenings in the school by regular newsletters, via the website, text messages, the television screens in the playground and the parents notice boards. Parents are always welcome to join us for Friday assemblies at 9am and they are invited to various other assemblies and functions throughout the year.

Safeguarding Children

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

Equality and Disabilities

All pupils in the school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race, and social circumstances. Both gifted and talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

Special Educational Needs

Care is taken to assess the needs of each child on leaving their preschool setting and starting at Green Meadow Primary School. A member of EYFS team or the Special Educational Needs Coordinator (SENCo) will go out to visit each child at their preschool setting. Should the child have any special educational need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (SEND) policy available at school.

Health and safety

We have a Health and Safety Policy which all staff and students are familiar with. All of the Teaching Assistants in Reception are trained in paediatric first aid. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and we are aware of safety issues. Risk assessments are undertaken before after/ out of school school activities take place and before we embark on school trips or local walks. A full Health and Safety policy is available in school

Allergies

Parents/carers are asked to inform us of anything that their children are allergic to. A note is kept in the kitchen area and all adults involved are informed.

Medical Needs

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in the Reception unit, staffroom notice board and infant kitchen so everyone is aware of the individual needs.

Snack Times

In the EYFS children have access to a free piece of fruit each day. The piece of fruit is available for them to choose when they eat it from 10.30am onwards. At 10.30 the children have the opportunity to purchase a healthy snack and/or drink from a trolley in the infant playground. Alternatively they can bring in a healthy snack and/or drink from home. This time of day is the ideal opportunity for children to develop their independence and money handling skills. We encourage children to take responsibly for their own money in a purse labelled with their name on it, which is kept in their book bag until break time. At break time they will be able to socialise with other children from the infants and if the children wish to they can socialise with the junior children in the Community Den.

Monitoring and Reviewing

It is the responsibility of the EYFS staff to follow the policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Mrs Desogus

EYFS Teaching and Learning Leader

September 2014

Review Date: February 2016