



Upperby Primary School Early Years Foundation Stage Policy

School Details

Acting Headteacher:	Mrs P Burns
Chair of Governors:	Mr W Atkinson
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Next Review Date:	May 2024

"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 age 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 of the Early Years Foundation Stage 2021

In the Foundation Stage at Upperby Primary School, we are fully committed to providing a high quality education, giving our children a secure and confident start to their school career and nurturing a life-long desire to learn.

Aims

Throughout Nursery and Reception, we aim to:

- Provide a happy, caring, secure and fun environment for all children;
- Encourage confidence, independence and an enthusiasm for learning;
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs;
- Encourage good social relationships, developing self-esteem and respect for others and the ability to get along, working co-operatively with others;
- Work in partnership with parents and carers;
- Develop a positive attitude, providing a good foundation for later learning;
- Recognise and celebrate success

Principles of the Early Years Foundation Stage

The EYFS is based on four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child –constantly learning and being resilient, capable, confident and assured.

At Upperby Primary, we recognise that every child is a competent learner who has the potential to be resilient, capable, confident and self-assured. Children's attitudes and dispositions to learning are greatly influenced by the attitudes and responses of others, particularly familiar adults. We use many ways of encouraging a positive attitude to learning, from using lots of praise and encouragement, reward stickers and certificates, to holding weekly Celebration assemblies.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Upperby Primary School are treated

fairly, regardless of race, gender, religion or abilities. All children and their families are valued within our school community.

At Upperby Primary, we believe that all children matter and we give our children every opportunity to achieve their best and fulfil their potential. When planning for learning, we take account of the range of starting points and life experiences of our individual children.

In the EYFS, we have realistic but challenging expectations when meeting the needs of our children and we achieve this by planning to meet the needs of a range of groups – boys/girls, children with special educational needs, including those who are more able, children with disabilities, children from a range of social and cultural backgrounds and children with English as an Additional Language.

We meet the needs of all our children through:

- Planning opportunities that build on 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 to learn effectively;
- Providing a safe, supportive learning environment where the contributions of all children are valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning differentiated learning opportunities to meet different levels of ability and understanding;
- Closely monitoring children's progress and taking action to support or challenge as appropriate.

It is vitally important to us that all children in our school are safe and free from harm on all levels. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We believe that children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, developing a secure awareness of not only their own safety, but also that of others.

Positive Relationships –helping children learn to be strong and independent.

We recognise that children are more able to develop strong, independent attitudes when they experience the security of emotionally stable, secure relationships with others early in life. We work hard to develop caring, respectful, professional relationships with both the children in our care and with their families. Parents are the children's first educators and we are committed to working in partnership with them, in order to best fulfil their children's potential. We achieve this by:

- Offering pre-starting 'Play Day sessions' in the Nursery or Reception classes so that parents and children can meet the staff, become familiar with the setting and talk to staff about their child and any concerns they may have.
- Encouraging parents to talk to teachers if they have any concerns on a day-to-day informal basis.
- Autumn and Spring term Parent Evenings, giving an opportunity for parents and teachers to discuss each child's progress and identify the next steps for their learning.
- An end-of-year report detailing each child's individual achievements and progress.

It is important to us that we develop good relationships with all children, interacting positively with them and taking the time to listen to them and involve ourselves in their play. Staff in Nursery act as 'Keyworkers' for particular children and build

positive and nurturing relationships with the children in their group. In Reception, the Teachers and full-time Teaching Assistants fulfil the same role for children in the Moonbeams and Sunbeams classes.

Enabling Environments -in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

At Upperby Primary, we recognise that the environment plays a key role in supporting and extending the children's development. We begin by observing the children and assessing their interests, development and learning which then enables us to plan stimulating and fun activities with an element of challenge to extend the children's learning.

Learning environments in both Nursery and Reception are organised to allow the children to explore and learn securely and safely. The environments are set up in learning areas, where children are able to follow their own interests, finding and using a variety of equipment and resources independently and with confidence. Nursery and Reception share an enclosed outdoor area, which is an extension to the classroom environment and offers opportunities for learning in different ways, where children can be livelier and incorporate physical movement into their learning.

Learning and Developing –where children develop and learn in different ways and at different rates.

We place great importance on the understanding that children learn and develop in different ways and at different rates. We value all areas of learning equally and understand that they are all inter-connected.

Our policy on teaching and learning defines the features of effective teaching and learning in our school, relating to the EYFS by:

- Developing the partnership between teachers and parents, so that children feel secure at school and develop a sense of well-being and achievement;
- Recognising the understanding that staff have of how children develop and learn;
- Using a range of approaches that provide first-hand experiences, giving clear explanations, understanding when to intervene appropriately in order to extend and develop learning through play or talk;
- Enabling children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional skills;
- Encouraging the children to communicate and talk about their learning, and to develop independence and self- management;
- Providing a carefully planned curriculum based on the "Birth to 5" document that helps children to progress through to the Early Learning Goals at the end of Reception Year;
- Using observations to identify progress and next steps for learning, which are shared with parents.

' Young children learn more effectively through talk'.

Talk plays a vital role in the EYFS – the ability to communicate, including non-verbal messages, is essential in order to be able to participate more fully in society. Children make sense of the world around them through talk- asking questions, re-telling experiences, testing out ideas and exploring new vocabulary.

We place great importance on giving children the time, space and opportunity to talk in different situations – working individually or in a small group with an adult or alongside their peers.

Weekly activities such as 'Circle Time' give children the opportunity to share their ideas, feelings and personal experiences. These activities also help them to develop their ability to listen carefully to others and take turns. For children who need more support, TA's are fully trained in delivering a range of language support programmes such as 'I Can' Talk Boost, Blast, Time to Talk and the Nuffield Early Language Intervention Programme.

All adults need to be good role-models and show how much talk is valued – we demonstrate how to give the 'talker' the attention, understanding and interest that we would expect in return.

Learning through Play

'Children's play reflects their wide –ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play our children:

- Explore and develop learning experiences, which help them to make sense of the world.
- Practise and build up ideas, concepts and skills;
- Take risks, make mistakes and learn from them;
- Think creatively and imaginatively;
- Communicate with others as they investigate and solve problems;

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning; they develop the ability to make decisions as they develop in confidence and take ownership of their learning.

Observation, Planning and Assessment

In Early Years, all staff are experienced in observing children in a variety of situations and use their knowledge to support further progress immediately whenever possible, but also share their observations with colleagues so that specific learning opportunities can be planned..

In Reception year, teachers plan for each area of learning each week, linked to the learning focus for that half term, although this is flexible to allow for the interests of the children and other unforeseen events. We make regular assessments of the children's learning through observation of their play and this information is used to reflect identified needs in future planning.

Throughout the Early Years, children's progress is monitored regularly across the 7 Areas of Learning, enabling us to identify individual strengths and areas needing support for every child.

Assessments

At the beginning of the year, we assess all children closely in order to get a very clear idea of the varying abilities of the children both as individuals and also as a group. This, in turn, helps us to plan effectively to meet the needs of the children and their next steps for development.

Teachers will liaise with previous providers regarding children's experiences and progress in other settings. Within school, the Nursery and Reception staff work closely together to ensure a seamless transition from Nursery to Reception.

Within the final term, we provide a written summary to parents, reporting their child's progress and attainment – parents are offered the opportunity to discuss this report with the child's teacher.

The 7 Areas of Learning – EYFS

Learning is split across 7 separate areas of learning for the Foundation Stage:

3 Prime Areas:- Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These Educational Programmes are taken from the "Statutory Framework for the Early Years", most recently published in 2021 -

- **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- **Physical development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- **Personal, social and emotional development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how

to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

4 Specific Areas, through which the three prime areas continue to be strengthened and applied -

- **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the world**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- **Expressive arts and design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Throughout the EYFS, children's development and progress is closely monitored and at the end of Reception Year, the children are assessed using the Early Learning Goals for each area of learning, informing parents and Year 1 staff as to whether each child has reached the 'expected' level of learning or is still 'emerging' towards it.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. The three Characteristics of Effective Teaching and Learning are:

- **Playing and Exploring** - children investigate and experience things, and are encouraged to 'have a go';
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Safeguarding

- All adults working with our children are CRB checked;
- All staff have regular training in Child Protection and follow school guidance in following up a cause for concern;
- Staffing is organised to ensure the safety of the children, both inside and outside;
- All EYFS classes have a member of staff trained in Paediatric 1st Aid;
- Procedures are in place to ensure the security of the premises and the children and the safe release of children into the care of a named adult;
- Routines are in place to support children's growing understanding of and independence with personal hygiene;
- As a healthy school, focus is placed on emotional well-being, healthy eating and physical activity. Good health will be promoted and appropriate action will be taken when children are ill;
- Risk assessments are undertaken and reviewed regularly;
- Premises, furniture and equipment is regularly checked and repaired as required;
- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs;
- Records, policies and procedures for the safe, efficient management of the setting will be maintained;
- Policy documents will be available to parents and carers.

Monitoring and review

The EYFS phase leader monitors the effectiveness of the policy on a day to day basis and reports to the head teacher. The head teacher reports to governors, when requested, on the effectiveness of the policy. The policy will be reviewed every two years.