



An Academy



BOUGHTON PRIMARY SCHOOL **EARLY YEARS FOUNDATION STAGE POLICY**

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The Curriculum

Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document.

This clearly defines what we need to teach. The following policy details the specifics of our setting. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.



The prime areas are;

- **Communication and Language** - Listening and Attention, Understanding and Speaking
- **Physical Development** - Moving and Handling and Self care
- **Personal, Social and Emotional Development** - Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** - Reading and Writing
- **Mathematics** - Numbers and Space, Shape and Measures
- **Understanding the World** - People and communities, The world and Technology
- **Expressive Arts and Design** - Exploring and using media and materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. We plan activities with these in mind and highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** - children investigate and experience things, and '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.



Teaching strategies

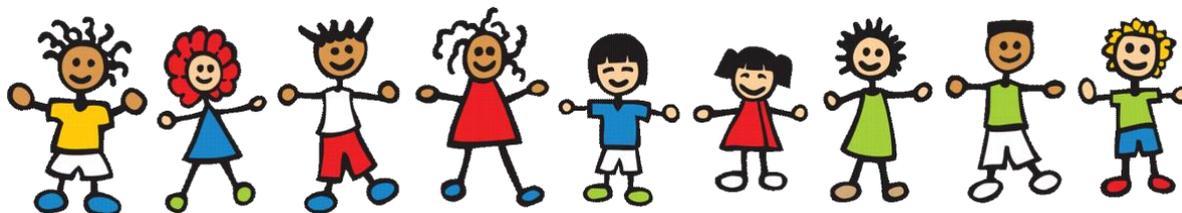
Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. By the Summer term in Reception the children will experience more adult directed tasks as they prepare for their transition to Year 1.

Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

Teaching

Here in Reception we love the sense of the unknown. Each day we are unsure of where the day will go, or exactly what learning will happen resulting in a sense of excitement and anticipation throughout the day. Children's interests are very much 'in the moment' and this is why, here at Boughton, we teach in the moment and our planning is spontaneous. Planning in the moment is all about capturing the moment for children to progress based on what the children are already deeply involved in. From this the teacher/ practitioner is able to see the 'teachable moment' from the child's perspective and know when to intervene and when to stand back and observe. It is all about capturing the moment of engagement and running with it to make sure the children progress. With this in mind, children can be involved in a range of activities from being footballers to builders, from tigers or dragons to mums/ dads/ babies and many more! Children become completely absorbed in what they are doing, and are aware that their play could take any turn as teachers/ practitioners and the environment facilitate and support their learning.



We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching at the beginning of each session. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc...

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure that there are many opportunities to enjoy books during continuous provision or during whole class reading. Every child is given their own book bag and is heard read regularly either by a teacher, EYP or volunteer.

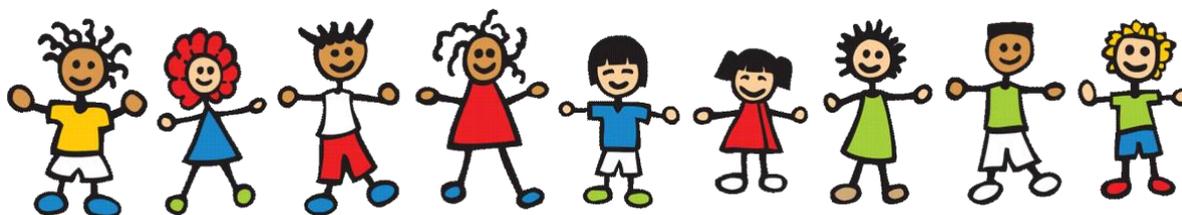
Planning

The teachable moment

From the teachable moment the child feels valued, interesting, important, capable and able to learn as well as gaining knowledge, skills and understanding therefore making progress in one or even several areas of the Early Years Curriculum. The teacher/ practitioner is able to gain a good understanding of the child's knowledge, skills, attitude, understanding and progress.

Planning on paper

This way of working means that all written planning is in the moment (there is no forward planning) Each teacher/ practitioner records what they have done to help the children progress each day through their 'next steps' and these are recorded on the planning sheet and in the children's observations. Phonics, Maths and PE are still taught either daily/ three times a week or once a week using weekly plans. The school uses the 'Jolly Phonics' phonics programme. When planning this way, time is used at the end of each session (morning and



afternoon) to give children an opportunity to talk about what they have learnt, consolidating their knowledge.

Observations

All observations made of the children are based on quality interactions between children or children and teacher/practitioners. They include any teaching that has taken place or progress that a child or group of children have made. All teachers/practitioners are responsible for highlighting progress in observations. Emphasis is highly placed on using 'I wonder...' statements E.g. 'I wonder if...', 'I wonder what...', 'I wonder how...'. We feel that this approach to questioning is a lot less pressurising and allows the children to open up more readily.

How do we ensure coverage of the EYFS curriculum?

Our planning sheets have a table with each one of the Early Years areas identified. At the end of each week from the iPad observations and planning sheets the teacher/ practitioner ticks off which areas each child has covered and therefore any gaps can be filled the following week (as a priority area in teachable moments).

Visits and visitors

The part that visits and visitors play in the curriculum at Boughton Primary is given great emphasis, even in the Early Years. These can range from a visit to a Farm, zoo, to travelling all the way to the seaside! We love to use our local surroundings for village walks, trips to the Pocket Park or local church. We actively seek parental support on trips, aiming for a ratio of one adult to a minimum of 5 children.

Visitors also really enhance a topic and we like to have 'experts' coming in to talk to the children, a doctor for example. We often ask parents if they are able (and brave enough!) to share knowledge or a skill, be it cooking, how to bath a baby, painting mehndi patterns on hands or playing guitar.

Classroom organisation

Our Early Years classroom has defined areas with clearly labelled resources to ensure children can access them easily. The classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. The classroom has a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area, snack area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day.



The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction. We ensure there is plenty of opportunity for physical activity, with climbing, running, cycling and other active games being key.

Each child has their own labelled peg and tray in the cloakroom. We encourage children to take responsibility for keeping their clothes, book bag and work safely in one place!

Assessment, observations and portfolios

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the EYFS we use Tapestry. All observations carried out using the iPad are emailed to parents via Tapestry (our online learning journey). Parents are able to upload any observations of 'wow moments' of their child(ren) at home also. Instead of having focus activities, each week there are focus children. The Friday before the children are a focus child, each child takes home a letter to parents explaining this. Each child is a focus child once per term, thus resulting in parents having the opportunity to contribute and consult with us in a structured way each term.

Focus Children

During each child's focus week, they will noticeably have more observations uploaded to Tapestry on which quality interactions and learning experiences are recorded. These make up their learning journey.

On entry to Reception we carry out baseline assessments for each child. Throughout the Early Years the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report.



Role of staff

All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the Reception visit days the class teacher and EYP visit as many feeder nurseries as possible and also offer the opportunity for a home visit. We offer sessions for parents, such as our introduction to phonics.

Health & safety and safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf and our whole school Safeguarding Policy.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets.

Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS.

These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme but we ask that parents regularly provide healthy snacks in



their lunches and also healthy snacks are available every day from Pear Tree Café which parents contribute £10 every three to four months.

We take all accidents seriously and always log and phone home immediately if a child bangs their head and it is particularly grazed or swollen. We have cold compresses stored in the school freezer.

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' (i.e. wet themselves) and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. Children are changed in the open area within the toilets. For any children with specific medical needs, plans are put in place to support them in school and regular meetings are held with parents to discuss these. Guidelines in our 'Supporting Children with Medical Needs' policy are followed.

We follow whole school procedures for child protection (see separate policy). Mary James, Head Teacher, is the named Child Protection Officer and all concerns are discussed with her.

