

Early Years Foundation Stage Policy

Our vision - Dream, believe, achieve

At Landau Forte Academy Moorhead we aim to provide opportunity for all our children to develop resilience, self-belief and aspirations to achieve. These beliefs form our vision which shapes all aspects of school life.

Resilience, Aspiration, Achievements and self-belief are the golden threads that prepare our children to become the positive citizens of the future.

At Landau Forte academy Moorhead we aim, through inspirational teaching, to provide a safe and nurturing learning environment where children are confident to take risks.

We are ambitious for all, embedding the self-belief that anything is possible.

We inspire and motivate learners to achieve by expanding their experiences of the world around them.

We are proud to work in partnership with our community and together we challenge ourselves to achieve more.

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1. Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

Close partnership working between practitioners and with parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice.

In our EYFS we ensure that we are:

- Caring for the whole child, their health, both physical and mental, their feelings, thinking and spiritual development.
- Ensuring each child has the opportunity to develop the skills, knowledge and understanding to achieve success and to build a thirst for lifelong learning.
- Teaching the foundation of reading, writing and maths that will develop the basic skills and also enable access to the wider curriculum.
- Providing a stimulating environment, indoors and out, providing many opportunities for children to be curious, ask questions and to be eager to discover and learn.
- Providing opportunities and time for children to pursue their own interests and time to interact and share with others.
- Providing opportunities for each child to make choices and decisions to develop their independence.
- Providing multi-cultural experiences including resources and stories which reflect different cultures and values.
- Creating a purposeful atmosphere, where teachers can focus on teaching and pupils learning.

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

We have 45 full time places for Reception children and the children are taught by two teachers and supported by two EYFS practitioners.

4. Curriculum

Planning

Curriculum content is planned in seven areas of learning and development.

Three Prime areas:-

Communication and Language - children develop skills and confidence in speaking and listening in a range of situations.

Physical Development - children develop their fine and gross motor co-ordination, control and movement through being active.

Personal, Social and Emotional Development - within clear boundaries children form positive relationships, develop social skills and respect for others and understand appropriate behaviour.

Four Specific Areas:-

Literacy - through the daily phonics lessons, adult led literacy activities and individual and guided reading. As well as continuous provision in the form of the book area, fine motor area developing handwriting, a writing table and opportunities for writing in all areas of learning.

Maths - through adult led maths activities, a maths trolley as well as continuous provision linked to maths ie. numbers in the sand etc.

Understanding the World - finding out about people, places. technology and the environment.

Expressive Arts and Design - exploring the wide range of media and sharing their thoughts, ideas feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

The children's topics are based on the Cornerstone curriculum themes, which enables exciting, challenging and real learning for our young children.

Teaching

Children learn through:-

- Playing and exploring
- Learning actively
- Creating and thinking critically

Teachers make professional judgements about the balance between activities led or guided by adults and those led by children. This balance shifts towards more activities led by adults as children move towards Year 1

- Adult directed activities are those which are directed by the adult and can be useful in the teaching of specific skills such as demonstrating how to use tools or equipment.
- Adult guided activities are those which the adult initiates. These activities are often playful or experimental. They are open ended and should motivate a keen interest in learning.
- Child initiated experiences take place within an environment the adult has set up and planned but will be wholly decided upon by the child, based on the child's own motivation and remains under the child's control.

Children have daily access to well-planned stimulating learning environments, indoors and outdoors. These environments give children opportunities to be active and physical and also quiet and reflective. The Early Years environment - inside and outside is viewed as a whole, providing different areas where resources, materials and activities are freely and easily accessible.

The areas of learning in the environment include:-

- Role play area
- Book area
- Craft area
- Maths area
- Investigation area
- Construction area
- Malleable/ fine motor area
- ICT area
- Sand/water area
- Reflection area

It is important that there are learning opportunities both inside and outside for the acquisition of gross motor skills, taking risks, fostering love of nature and the environment and large play which is not always possible indoors

Assessment

During the first half term the teacher assesses the ability of each child using observations, activities and information from previous FS1 settings to allow a baseline. An ongoing assessment of children's learning ensures that future planning reflects the needs and interests of the children. Assessment is mainly through observation and discussion carried out by the teacher and other adults as appropriate. In Reception class a record is kept of the children's progress towards the Early Learning Goals of the Early Years Foundation Stage Profile. Baseline and follow up assessments at the end of the academic year are used alongside ongoing teacher observations and assessments for each pupil. 'Learning journeys' are used to record, monitor and

track the progression of skills, learning experiences and characteristics of effective learning for each pupil throughout the Early Years Foundation Stage.

Tapestry is used to record the children's learning journey. This information is then used at the end of each term to track progress on Arbor through the developmental stages. The children's progress is analysed by the EYFS leader and reported to the Head teacher.

5. Guidance and Feedback

CI- Child Initiated activity

GA- Guided activity

I- Independent

CT- Class Teacher supported

TA- LSA supported

NS- Next steps

L= Low

S= Secure

H= High

Link to outcome example- M: N- 30-50 S

Short date in top right corner

Next steps in green


Comments (if needed) in pink

Example:

00.00.00
GA CT
<p style="color: pink;">Well done</p> <p style="color: green;">Finger spaces</p> <p style="color: green;">M:N: 30-50 S</p>

This is in addition to the school guidance policy.

Spelling Mistake	sp Word underlined with 'sp' circled next to the incorrect spelling. Correct spelling written at end of work for child to practise.
Capital letter / full stop	CL . Missing capital letter or full stop is marked CL or . Children should be encouraged to add them correctly.
Punctuation Error/Missing	P

	Missing punctuation is marked with a P. Children should be encouraged to add the correct punctuation.
Finger space	F/S (or draw a finger outline) Missing finger space is marked, if appropriate children rewrite the words/sentence.
Grammatical Error in inaccurate use of Standard English	 Underline mistake using a wiggly line.
Work is correct	✓
Work is incorrect/mistake	•

6. Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely. This can have a positive impact on a child's development and relies on a two way flow of information and knowledge.

- We outline the schools expectations at the new parent meetings
- We visit children within their pre-school setting.
- We hold a consultation meeting prior to the children starting school.
- We publish a theme/topic booklet detailing the half termly learnings.
- We hold parent information mornings and evenings ie. phonic meetings.
- We use the reading record book to share information about reading and learning letter sounds.
- We send home a progress report at the end of the year detailing the child's next steps and how they have achieved in their Early Learning Goals.
- We hold two parent's evenings a year.
- We encourage parents to join us in class at our regular Stay and Play sessions. This enables parents to share learning, see work and displays.
- We ask parents to send in notes with achievements that the children have made at home.

- We give the children an '*Ask me why I got this sticker today*' sticker which enable parents to 'Ask me what I did'.
- We liaise with parents about the class traffic light system re. behaviour.
- We operate an open door policy whereby EYFS staff are available each day to discuss concerns and developments in an informal manner.
- We send out an end of year report linked to the Early Learning Goals

7. Transition

Starting school is an important milestone for young children, we therefore plan this time very carefully to support the transition and to ensure it is as smooth as possible for each child to settle into school life quickly and happily.

- During the last half term all new starters are invited to bring a packed lunch into school once a week and spend the lunchtimes in school.
- The children are invited into school for visit days to get to know the staff and the environment
- We outline the schools expectations at the new parent meetings
- We visit children within their FS1 setting.
- We hold 1:1 meeting with children and their families in their home environment
- We hold a consultation meeting prior to the children starting school, so we know the children really well.

8. Safeguarding and Welfare

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

We are a healthy school and the children receive fresh fruit and milk daily and are able to drink water whenever they wish. Reception children are eligible for a free school lunch or may bring a healthy packed lunch. We teach the children the importance of healthy eating, exercise and the importance of hygiene through hand washing etc.

9. Monitoring and Review

The Head Teacher, EYFS Leader alongside the designated EYFS Governor are responsible for monitoring and evaluation of the Early Years provision and learning. This information is used to inform teaching and learning, staff training and development and the School Improvement Plan.

Date: September 2018

Review Date: Annually

Appendix 1: Additional Policies/Procedures

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy