



Pound Hill Infant School

Learn, laugh and grow together!

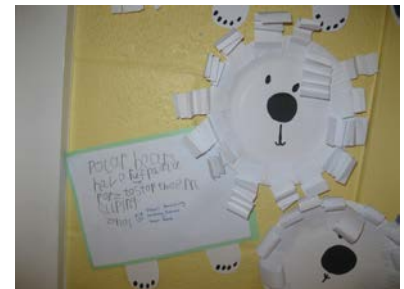


The Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Pound Hill Infant School, children join the Reception class in the year that they turn five (Compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right in preparing children for later schooling. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

Our school vision is that every member of our school community will be:

- **A Happy, Confident Individual**
- **A Successful Learner**
- **A Responsible Citizen**
- **An Effective Contributor**



The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

Children joining our school have already learnt a great deal. Many of our children have been to one of a range of settings that exist in our community. The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, provides a content that matches the needs of young children and activities that provided opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.



Inclusion in the Foundation Stage/Special Educational Needs (SEN)

All children and their families are valued at Pound Hill Infant School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

All children in our school have the right to be me. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

We meet the needs of all our children through:

- Planning opportunities that build upon 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 and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most children will achieve the Early Learning Goals by the end of the Reception Year. Some children will exceed this and provision is carefully provided for these children to ensure that next steps in learning are pitched and thus continual progress is made. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Safeguarding and Welfare

At Pound Hill Infants school all children have the right to feel and be safe. The safety of our children is paramount. As a rights respecting school we educate the children on their rights and responsibilities. Through careful planned activities the children in Early Years learn about what Rights are and why they are important. The children also learn about the boundaries and school expectations and we help them to understand why they exist. We provide children with choices to help them develop this important life skill. We encourage the children to take risks in a safe learning environment by helping them to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"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."

Within Early Years we ensure that our current practice and provision complies with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012.

Our team works collaboratively to...

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Pound Hill Infants School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We believe that all parents have an important and essential role to play in the education of their child. We recognise the role that parents have played and their future role in educating the children. We encourage parents through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school;
- Inviting all parents to an induction meeting during the term before their child starts school;
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Having flexible admission arrangements that enable children and parents to become settled and allowing time to discuss each child's circumstances;
- Arranging for children to have a staggered start to school, over a period of two weeks so that the teacher can welcome each child individually to our school;
- Arranging a range of activities throughout the year that encourage collaboration encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, Early Years assemblies, school visits,
- Providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- By providing a quiet and confidential area where parents are able to discuss any concerns between child, school and parents;
- Encouraging parents to come in daily to learn the sounds of the alphabet and work alongside the teachers supporting their child in assisted blending and segmenting of words.
- Sharing Curriculum Plans on e-schools that covers aspects that we will teach during that term, offering a range of activities that support the involvement of parents. Letters are regularly sent home to update and inform parents. When appropriate in the year, we invite the parents to curriculum evenings to discuss the kind of work that the children undertake in the Foundation year. We also encourage parents to work alongside teachers in the classes.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to provide development within all areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journal folders. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

The Foundation Stage Curriculum

The Early Years Curriculum underpins all future learning by supporting, fostering, promoting and developing your child's;

- 1. Personal, Social and Emotional Development (PSED)**
- 2. Communication and Language (CL)**
- 3. Physical Development (PD)**
- 4. Literacy (L)**
- 5. Mathematics (M)**
- 6. Understanding of the world (UW)**
- 7. Expressive Arts and Design (EAD)**

Our learning environment provides exciting learning experiences which have creativity at the heart, balancing the teaching of knowledge and skills, and encouraging innovation. During the school day each Early Years class participate in focused sessions where the teachers will develop key skills in Literacy, Mathematics, Technology, Art and Design. The children also have regular opportunities to mix with other children across the year group during their self-choice activities.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We teach the children to make their own selection of the activities on offer (self-initiated tasks) and encourage the children to child initiate during our 'Planning Time' sessions and our taught focus sessions. We believe that this encourages their independent learning. By observing the children we can inform our continuous provision planner, which we can then act on instantly or feed into the following day or week plan. This then means we are allowing the children to show us their interests and plan activities in relation to their interests.

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learning and through team work develop life-skills such as decision making, cooperation defining and a problem.

What is self-Initiated play?

At Pound Hill Infants the children in Early Years have daily opportunities to engage in 'Planning Time'. This is when the majority of your child's **self-initiated learning** and play takes place. The children are able to mix with the other Early Years classes and independently self-select their own activities. The adult's role is to observe what your child is doing and sensitively intervene to support and challenge them when appropriate. By observing your child, during their self-chosen activities, we can see what they are interested in and where they are at in their development and understanding. This information is then used to help plan our environment so that it best supports your child in making progress and achieving next steps in their learning. During Planning Times your child can choose throughout the Early Years setting, including all the classrooms, Shared Area and outside.

Early Years Assessment

During your child's time in Early Years the teachers and teaching assistants will make regular assessments of their learning. This information is then used to support and develop future planning, ensuring your child's personal needs are identified and action is taken so that they make progress in their learning. Observations of your child's characteristics of effective learning during self-initiated play are vital in seeing how they tackle a task, how they interact with others and to see what they understand when not guided by an adult. The school observations are then used to plan further activities and next steps in their learning. During the first few weeks of the Autumn Term, we spend time observing and getting to know your child in order to assess their learning. Time is also spent looking through any information and records passed on to us from nurseries or playgroups, which will then be returned to you at the end of your child's first term at school.

At Pound Hill Infants School we use an in-depth tracking document called '**The Early Years Tracker**' alongside a '**Learning Journal**' to monitor your child's learning and progress. The Early Years Tracker is used on a computer system and will be shared with you during Parent/Carer Consultations. We will share with you your child's stages of development for all the Areas of Learning using the Early Years Tracker. In order to highlight a developmental stage we need to have evidence that your child can consistently achieve the specific statement, not just that they have done it once or twice.

Reviewed and amended May 2015

Next Review date: May 2016