

# **Queen's College Early Years Early Years Foundation Stage Policy**

A UNIQUE CHILD (supports EYFS 1.1 Child Development, 1.2 Inclusive Practice)

POSITIVE RELATIONSHIPS (supports EYFS 2.2 Parents as Partners, 2.3 supporting Learning, 2.4 Key Person)

ENABLING ENVIRONMENTS(supports EYFS 3.1 Observation, Assessment and Planning, 3.2 Supporting every child, 3.4 The Wider Context)

LEARNING AND DEVELOPMENT (supports EYFS 4.1 Play and exploration, 4.4 Areas of Learning and Development)

## **1 Introduction**

**1.1** The Early Years Foundation Stage applies to children from three years of age to the end of the reception year. In Queen's Nursery, children may attend from the age of 3 years, for at least 2 mornings per week. They are able to increase their hours during the school year as appropriate in preparation for entry into school. In the reception classes all children join us at the beginning of the school year in which they are 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, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Early Years Foundation Stage.

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, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;

It provides a rich and stimulating environment.

## **2 Aims of the Early Years Foundation Stage**

**2.1** The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional development;
- communication language and literacy
- problem solving, reasoning and Numeracy
- knowledge and understanding of the world;
- physical development;
- creative development.

## **3 Teaching and learning style**

**3.1** Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching in Key Stage 1.

**3.2** The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school; building good links with multi agencies when required;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Early Years Foundation Stage.

#### **4 Play in the Early Years Foundation Stage**

- 4.1** Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

#### **5 Inclusion in the Early Years Foundation Stage**

- 5.1** In our school we believe that all our children matter. 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.
- 5.2** In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. 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.
- 5.3** 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. This involves multi agency support for some of our children.

## **6 The Early Years Foundation Stage curriculum**

- 6.1** The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.
- 6.2** The Early Learning Goals are in line with the objectives in the National Literacy Strategy and the National Numeracy Strategy.
- 6.3** In both the Nursery and Reception classes the Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage offering a broad and varied curriculum covering a wide spectrum of learning experiences. We use a range of published Early Years Foundation Stage planning resources to support our planning. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards Levels 1 of the National Curriculum.

## **7 Observation and Assessment**

- 7.1** We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate.
- 7.2** **Assessment in the Nursery.** The children's progress is carefully monitored and activities are structured to be appropriate to each child's individual needs and development. A folder of their work is kept along with a profile and recorded observations showing the different stages of their development and their achievements. Children also are involved in compiling a photo album of their experiences during their time at nursery. This information is shared with parents on the child's end of year reports and termly parent's evenings. The profile and observations are then passed on to the reception class/es when they move on.
- 7.3** **Assessment in the Reception Class/es.** During the children's first half term teachers assess the ability of each child building on existing nursery profiles and observations which we then continue through the term using further assessment and observation. We use this information to modify the teaching programme for individual children and groups of children, this is recorded in

each child's 'Personal Pathway'. At the end of the reception year this profile provides a way of summing up their knowledge and is passed on to the child's Year 1 teacher.

Parents receive a written report at the end of the summer term which offers brief comments on each child's progress. It highlights their strengths and development needs and gives details of the child's general progress.

## **8 The role of parents**

**The Nursery.** We have an 'open' door policy enabling the parents to discuss any problems or queries with a member of staff at any time. In addition to this we hold an informal open evening in the autumn and spring term for the parents to meet each other and staff and to look at some of the things that the children do in the nursery. In the summer term we have an individual parents evening when we can discuss their child's progress with the Nursery Head on a one to one basis. Parents are also encouraged to bring their child in for a visit prior to them starting nursery so that they are familiar with the environment when they begin.

**Reception Class/es.** We too have an open door policy and believe that all parents have an important 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 do this through:

- talking to parents about their child before their child starts in our school;
- wherever possible the teacher visits all children in their nursery setting prior to their starting school;
- the children have the opportunity to spend time with their teacher and peers before starting school;
- inviting all parents to an informal coffee morning for parents and children during the term before their child starts school;
- inviting all children to weekly induction sessions e.g. story times, assembly and play times;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents each term 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;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- being flexible in our approach to each child starting school, providing the opportunity for children to start on a part-time basis if this is appropriate – each child's needs are catered for. We encourage parents to stay if there are problems with the child's admission;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's recording record book. We invite parents to a curriculum evening early in September to discuss the kind of work that the children undertake in the reception class.

## **9 Resources**

- 9.1** 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 encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

### References

[DCSF, EYFS Sept 2008 Statutory Framework , Section 2 The Learning and Development Requirements, Safeguarding and promoting children's welfare p25, Organisation p37](#)

### **Signed:**

Review: The Early Years Team will review the policy every 2 years

**Date: April 2010**