



Middlewich Primary School



Early Years Foundation Stage Policy

At Middlewich Primary School the EYFS leader and the dedicated team, including teachers and teaching assistants, have high expectations for all children. We aim for every child to attain the expected level of development on leaving foundation stage and be ready for learning in year 1. There is a consistent drive for excellence and continuous improvement. We pride ourselves on the excellent enabling environment which allows our children to maximise their learning through a range of carefully planned interactive challenges. These opportunities require children to think and apply new skills. We have an excellent outdoor provision, which we see as an extension of our classroom, ensuring all children are appropriately challenged in both the prime and specific areas of learning. As a result of on-going assessments, these challenges are continually adjusted to ensure maximum learning potential. High quality direct teaching supports rapid progress in phonics the development of concrete understanding in maths and improved speech and language. Individual needs are carefully and quickly addressed so all children have the appropriate support and challenge. The EYFS team continuously liaise to share information and work together to ensure the best outcomes for all children. Children's emotional wellbeing is paramount. They form positive relationships with the staff and each other. Children are sensitively supported and nurtured. This results in happy children who are well prepared for key stage 1.

Introduction

The Foundation Stage extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out the level of development that should be expected at the end of the EYFS.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational 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, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- it provides a rich and stimulating environment

Aims and objectives

The curriculum of the Foundation Stage underpins all future learning by promoting and developing the understanding of:

The Prime areas of learning

- Communication and Language: Listening, Attention and Understanding and Speaking
- Physical development: Gross Motor Skills and Fine Motor Skills
- Personal, social and emotional development: Self-Regulation, Managing Self and Building Relationships

The Specific Areas of Learning

- Literacy: Comprehension, Word Reading and Writing
- Maths: Number and Numerical Patterns
- Understanding the World: Past and Present, People, Culture and Communities and The Natural World
- Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive

It is our goal that by the end of the reception year all children will achieve the expected level of learning in the seventeen Early Learning Goals set out in these areas. We will support children who are at risk of not reaching the ELGs from the earliest point in the year. We will do this through accurate and continuous assessment of abilities offering extra support as necessary.

Teaching and learning

The statutory framework for the early years foundation stage sets out the three characteristics of effective teaching and learning. These are:

- I. **Playing and exploring:** children investigate and experience things, and 'have a go'
- II. **Active learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- III. **Creating and thinking critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We endeavour to reach the highest standards of teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

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

- the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the 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 space, facilities and equipment, both indoors and outdoors
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it
- the regular identification of training needs for all adults working at the Foundation Stage

Inclusion at the Foundation Stage

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 we are planning for their learning. We meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively
- offering a safe and supportive learning environment, in which the contribution of all children is valued
- employing resources that reflect diversity, and that avoid 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 providing support (such as speech therapy), as necessary

The Foundation Stage curriculum

Our curriculum for the Foundation Stage provides a solid base for learning at key stage 1 and beyond and enables children to develop competency and skill across all subjects in readiness for year 1.

We use Development Matters as the basis for planning throughout the Foundation Stage.

Assessment

During the first few weeks in the reception class, the teacher carries out The Reception Baseline Assessment in order to assess the ability of each child on starting school. This is a statutory assessment and guidance for administration is carefully followed to ensure consistency across assessments. This is a resource-based assessment with a mixture of questions that assess literacy and mathematics.

Throughout the year, practitioners carry out regular formative assessments in order to shape teaching and learning experiences for the children. Teachers draw on their knowledge of each child and use their professional judgement when assessing individuals. This, together with information from parents and conversation between practitioners supports summative assessments which are carried out each term. Practitioners moderate assessments as a team to ensure consistency throughout the unit.

In the final term of the reception year, teachers complete the EYFS profile for each child. This profile assesses each child's development and progress in all ELGs and provides a well-rounded picture of each child's knowledge, understanding, ability, attainment against expected levels and their readiness for year 1. Teachers will indicate whether children are meeting expected levels of development or if they are not yet reaching the expected levels. The EYFS profile is completed for all children and is a statutory requirement and is reported to local authorities once completed.

Teachers in reception share assessments with parents/carers throughout the year through parent consultation meetings and as required. At the end of the year parents will receive their child's EYFS profile information in the form of a written report. End of year assessment data and EYFS profile information is shared with year 1 teachers and children's abilities and development are discussed. This enables the next teacher to make plans for the year ahead.

The role of parents/carers

We believe that all parents/carers have an important role to play in the education of their child. We work closely with parent/carers by:

- talking to parents/carers about their child before their child starts in our school
- having well planned induction before children start school
- offering parents/carers regular opportunities to talk about their child's progress in our reception class
- encouraging parents/carers to talk to the child's teacher if there are any concerns
- working with parents/carers if there are problems with the child's admission
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers
- sharing information regarding weekly learning through displaying it on the reception TV and the school website. This might include photographs of the children carrying out their learning activities and challenges

There is a formal meeting for parents/carers twice a year, at which the parents/carers discuss the child's progress in private with the teacher. Parents/carers receive a report on their child's attainment and progress at the end of each school year.

Resources

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.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed:

Appendix 1

The Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- - Write recognisable letters, most of which are correctly formed;
- - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- - Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.