

PENDRAGON COMMUNITY PRIMARY SCHOOL



Early Years Foundation Stage Policy

Lead person: EYFS Leader

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Early Years Foundation Stage Policy

The early years foundation stage (EYFS) is a comprehensive statutory framework, published by the Department for Children, Schools and Families. It sets standards for development, learning and care for children. The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Pendragon Primary School, all children join us, part time, at the beginning of the year in which they are five, and become full time by the end of the third week.

The Statutory Framework for the Early Years Foundation Stage states that:

“Every child deserves the best possible start in life and support to fulfil their full potential. A child’s experience in the early years has a major impact on their future life chances. A safe, secure and happy childhood is important in its own right, and provides the foundation for children to make the most of their abilities and talents as they grow up.”

The EYFS is based upon four principles:

- A unique child
- Positive relationships – children learn to be strong, independent and confident learners.
- Enabling environments – the environment plays a key role in supporting and extending children’s development and learning
- Learning and development – children develop and learn in different ways and at different rates. All areas of learning and development are equally important and interconnected.

At Pendragon we recognise that 4 and 5 year olds learn through investigating, exploration, listening, observing, creating, experimenting and playing.

A Unique Child

At Pendragon Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We use praise and encouragement daily in the classroom as well as ‘celebration’ assembly with the whole school once a week. We give stickers as rewards and positive feedback to encourage children to develop a positive attitude to learning.

Positive Relationships

At Pendragon Primary school we recognise that children need secure relationships, from which they become independent and confident learners. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played and will continue to play in the education of their children. We do this by:

- talking to parents about their child before their child starts school
- encouraging the parent to talk to the child’s teacher, at any time, if they have any concerns. (This is in addition to formal parent teacher consultation

meetings which take place in the Autumn and Spring term. Parents also receive a written report on their child's attainment and progress at the end of each school year.)

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents, for example parent workshops, class assemblies, sports day, school lunches
- encouraging parents to make comments in the reading record
- encouraging parents to contribute to their child's learning journal by providing a regular learning overview of the week which includes a WOW star (appendix 1). This provides opportunity for parents to comment on their child's achievements at home and in relation to learning in school.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers act as the 'Key Person' to all children in their class, supported by the Teaching Assistant. We have excellent links with both Pendragon and Tots to Teens pre schools. We communicate with other PVI settings to ensure smooth transition to and from school. The EYFS teachers meet with pre school settings to discuss new intake children.

Enabling Environments

At Pendragon we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Planning within the EYFS follows the school's Long Term Plan and Medium Term Plans (MTP's), which are based around half termly learning themes. These plans are used as a guide for weekly planning, however the teacher may alter the MTP in response to the needs, achievements and interest of the children. This will be indicated on the weekly planning.

We make regular assessments of children's learning and interests and we use this information to ensure that future planning reflects identified needs and next steps. Assessment in the EYFS is predominantly carried out through observation by the class teacher and teaching assistants.

At Pendragon, we use SIMs to record judgements against the EYFS Profile. A completed EYFS Profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 Early Learning Goal (ELG) descriptors, together with a short narrative describing the child's three learning characteristics. Assessments are based primarily on observation of daily activities and events.

At the end of the final term of EYFS, we provide a written summary to parents, reporting their child's progress against the ELGs and assessment scales. Parents are given the opportunity to discuss these judgements with the class teacher.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, or be quiet and rest.

The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classrooms share a covered outdoor area which is resourced to provide learning experiences across all areas of learning. Being outdoors provides opportunities for exploring things in different ways and on different scales than when indoors. It enables all children to explore, use their senses and be physically active and exuberant.

It is important that all children in school are safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to teach children about boundaries, rules and limits and to help them understand the reasons for these. Risk assessments (see appendix 1a,b and c) for the outdoor area are completed and shared with the children, as are ongoing hazards in relation to all continuous provision throughout the day. We provide children with choices to help them develop the important life skill of identifying risks. Children are encouraged to speak to an adult about any risks they have identified.

Learning and Development

At Pendragon we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. We fully support these underlying principles for early years.

We aim to meet all our children's needs by;

- developing a partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- having an understanding of how children develop and learn;
- providing a range of approaches that offer first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- providing a carefully planned curriculum that helps children work towards the Early Learning Goals identified in the EYFS statutory framework;
- making provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encouraging children to communicate and talk about their learning, and to develop independence and self-management;
- supporting learning with appropriate and accessible indoor and outdoor learning space, facilities and equipment;
- identifying progress and planning future learning needs of children through good practice in assessment for learning which includes ongoing observations, moderation and sharing assessments with the team, senior leaders and parents on a regular basis;
- developing good relationships between the school and the settings that our children experience prior to joining us.

Play in the Foundation Stage

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build ideas, and learn how to control themselves and understand the need for rules. At Pendragon children are

given the opportunities to explore and discover within a safe and well supported environment.

Play underpins the delivery of the Foundation stage curriculum. The children 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. The children are involved in group and individual play opportunities, some initiated by adults but mostly led by the children.

Play enables our children to learn through being active, working with a wide range of resources. Through play the children develop intellectually, creatively, socially and emotionally. It gives our children the opportunity to take risks and make mistakes.

Early years Foundation Stage areas of learning

The EYFS Profile summarises and describes children's attainment at the end of Foundation Stage. It is based on ongoing observation and assessment in three prime areas and four specific areas. It also considers three characteristics of learning, these underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Prime Areas

- communication and language
- physical development
- personal, social, and emotional development

The Specific Areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

The Characteristics of Effective Learning

- playing and exploring
- active learning
- creating and thinking critically

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area the Early Learning Goals (ELG's) define the expectations for most children to reach by the end of the EYFS.

Inclusion

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. All children at Pendragon are treated fairly regardless of gender, race, religion, culture or ability. All children and their families are valued within our school.

At Pendragon we believe that all children matter. We give 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. Using the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by

planning to meet the needs of all children, regardless of their gender, family situation, disability or race.

We meet the needs of all our children by:

- 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;
- making any necessary adjustments where a child has any additional physical, emotional and/or educational needs

Transition to school

Starting school is a big step in children's lives and can also be daunting for parents and carers. We seek to make the transition process as smooth as we can for all concerned by following these procedures once we have been informed of the Reception class list by the Local Authority Admissions team;

- During the application process in the autumn term prior to their child starting school, parents are invited to school for a tour by the Head Teacher and/or Foundation Stage leader.
- Foundation stage teachers and teaching assistants visit the village pre-schools during the summer term before the children start school.
- Parents and carers are invited to a New Parents meeting in the Summer term before their child starts school. The meeting provides key information about starting school and provides a 'Starting School Pack' for parents and carers which gives practical information and advice.
- From the second half of the Spring term, children visit the reception classrooms on a weekly basis with their pre school staff to attend story time sessions
- During the latter part of the summer term children and their parents are invited into school for at least two 'come and play' sessions and an hour session once they know their class teacher. The children sample some activities and meet the people who will work with them in their school environment.
- From the summer term children who attend Pendragon and Tots to teens preschools join the rest of foundation Stage and KS1 for a playtime once a week.
- Children are invited to join us for a school lunch following one of their transition visits in the Summer term.
- Parents are encouraged to work with their child to create an 'All About Me' box, which they can fill over the summer holidays and bring in with them to be shared with their teacher when they start school in September.

Starting School

All children start school in the autumn term of the academic year that they are 5 years old. At Pendragon we phase the start over the course of the first three weeks of the autumn term. This enables the children to begin school in small groups, allowing the staff to get to know them and their parents.

Although the majority of our reception children have experienced pre-school settings, school is a very different environment with many more people, new routines and new children to meet and work with. By phasing the start of school we are able to focus on the well-being of the children and their ability to cope with the demands of school in the following way:

- Children start school in two groups over the course of the first three weeks; this is according to their age. Children born during the months of September to February attend in the afternoon and those born during the months March to August attend in the morning. These sessions begin as 2 hours progressing to 2 and ½ hours towards the end of the third week.
- Prior to their first full day at the end of the third week, the children will stay for lunch if they attended the morning session or arrive early for lunch if attending the afternoon session.
- By the beginning of the fourth week all children will attend school full time.
- We liaise carefully with parents during this transition period and will suggest that children continue for half days if we feel that it is in the best interests of the child. Likewise, if parents feel that their child is very tired or not coping with the demands of a full day we will liaise with them about half days.
- In the first few weeks of term the Foundation Stage team and other staff in school help the children to feel secure and confident by familiarising them with the classroom and school routines. They learn how to cope with various procedures from going to the toilet, changing for P.E, having lunch, playing in the playground, sitting on the carpet to beginning work.
- The Reception class go into the hall 15 minutes earlier than the rest of the school for lunch enabling them to make lunch choices and settle before the rest of the school come in for their lunch. The Reception teachers and teaching assistants stay and eat lunch with the children for the first few weeks.

Monitoring and review



The Foundation Stage teacher and leader is the senior member of staff with responsibility for ensuring that this policy is followed.

The Head Teacher and Foundation Stage Leader monitor and evaluate practice in the Foundation Stage as part of the whole school monitoring and evaluation cycle.

There is a named governor with responsibility for monitoring the Foundation Stage. This governor provides information and feedback to the Governing body.

Appendix 1

Learning Overview for week ending 19th

<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Introduced phonemes (sounds) s, a, t, p • Practised letter formation • Introduced Oxford Reading Tree family, Mum, Dad, Kipper, Chip, Biff and Floppy. • Talking about a book, for example the different characters, where the story is set and the events. • Predicting what happens next in a story. • Recognising own name and writing our name. • Recognising the initial sound of our name • Practising mark making in different media, for example porridge oats, sand and flour. • Singing nursery rhymes. 	<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Counting on and back in ones to 10 then 20. • Using our fingers to show different numbers for example show me 2, 5 etc. • Counting objects into a tin, counting out, how many? • Counting objects. • Using Numicon shapes to introduce numbers 1-5, learning which coloured shapes represent each number. 
<p style="text-align: center;">Ideas for activities to do at home</p> <ul style="list-style-type: none"> • Practise writing own name • Reading book in the book bag • Practise letter formation sheet • Play homemade snap using phoneme cards s, a, t, p • Find objects around the home that begin with the phoneme (sound) s, a, t, p • Look for s, a, t, p when out and about, for example road signs, label in shops etc • Practise counting as you play, how many altogether? • Play quick fingers, show me 2,3, 6 using your fingers <p>Please add any comments to the WOW star if you see or hear your child make reference to any of the above learning. We will add these to their learning journals.</p>	<p style="text-align: center;">Observations from home</p> 

Appendix 2a

Foundation Stage Outdoor Provision Daily Risk Assessment

WEEK BEGINNING:

	MON	TUES	WED	THURS	FRI
Gates					
Fences					
Play House					
Water Tray					
Sand Tray					
Mud Kitchen					
Flower Beds					
Wild Area					
Tunnels					
Stepping stones					
Tyres					
Easels					
Picnic table					
Storage unit					
Storage bins					
Water Butt					

Action any fault reported					
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Staff signature					
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Appendix 2b

Foundation Stage Outdoor Continuous Provision Risk Assessment

Potential Hazard & risk identified	Risk to child	Risk Rating	Control measures to reduce risk	Outcome
Gates	Exit route	High	Closed by person on morning gate duty Stop signs displayed and known by children Outdoor area supervised by an adult	low
Fences	Splinters Trapped hands Climbing	Med Med High	Checked daily Activities carefully planned and monitored Adult supervision	Low
Play House	Perspex windows	Low	Removed in door, curtains covering side windows	Low
	Trapping hands in doors	Med	Door can be tied back Adult supervision – 3 only	Med
Water Tray	Temperature Drinking	Med Med	Change every morning Rules known to children Adult supervision – 4 only	Low Low
Sand Tray	Eating Throwing Animal faeces	Med High Med	Rules known to children Adult supervision – 4 only Covered at the end of day Checked daily	Low Low Low
Mud Kitchen	Eating Throwing Tools & equipment	Med Med High	Rules shared with children Adult supervision – 4 only Checked daily	Low Low Med
	Mess to uniform	High	Aprons or weather suits to be worn, wellington boots worn Hands washed when finished	Med
Flower Beds	Animal faeces Digging tools	High High	Checked daily Adult supervision – 6 only Aprons, weather suits, gardening gloves and wellington boots to be worn Hands washed when finished	Med

Wild Area	Slipping	Med	Children aware of risk when entrance into area is wet Children aware of branch heights, procedure for reporting cuts, scratches etc. First aid kit in both classrooms Adult supervision – 3 only	Med
	Skin cuts and abrasion	Med		Med
	Trapping fingers and feet			Med
Tunnels	Slippy when wet Falling off	Med	Checked daily Excess water cleared off Removed altogether in extreme weather Adult supervision	Low
Stepping stones	Slippy when wet	Med	Checked daily Excess water cleared off Removed altogether in extreme weather	Low
Tyres	Weight Water inside Slippy when wet	High	Rules shared with children Checked daily Adult supervision	Med
Easels	Trapping fingers	Med	Rules known to children ie use of pegs Secured to fence Checked daily	Low
	Falling			
Picnic table	Falling from Trapped fingers/legs	Med	Adult supervision – 6 only	Low
Storage bins	Trapped fingers and other body parts	Med	Equipment for use is stored in grey bins Children know rules of adult only or under supervision	Low
Water Butt	Drinking	Med	Rules known to children Adult supervision	Low

Appendix 2c

Foundation Stage Outdoor Continuous Provision

Half Termly risk Assessment

[illegible]