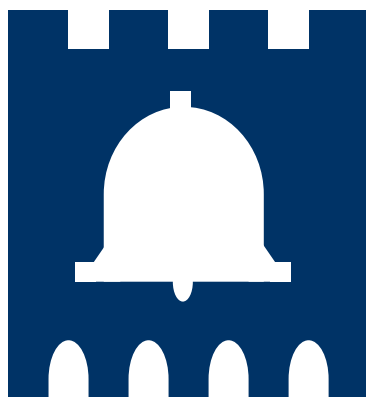


MARDEN PRIMARY ACADEMY



Early Years Foundation Stage Policy



Miss L. Phillips

Reviewed: Autumn 2019

Next Review: Autumn 2021

Aims

At Marden we aim to provide a rich and stimulating learning environment to engage each individual child in the Reception Class.

We follow the Early Years Foundation Stage curriculum. The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The staff work together to teach and guide children throughout their Reception year. Children are taught in a variety of ways; in whole class groups, in small groups, in pairs and individually. The teaching and activities provided are of a suitable age and stage standard, depending on each individual child.

All staff are fully qualified and have a wide range of experience. They have excellent knowledge of the Early Years Foundation Stage and attend training courses to further their professional development.

Areas of Learning

The Early Years Foundation Stage consists of seven areas of learning. There are three prime areas and four specific areas.

Prime areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication and Language

- This includes providing the children with a rich language environment, developing their speaking and listening skills and developing their confidence.
- This will be achieved through the children having opportunities to listen in different situations, paying attention to each other and responding, following instructions, answering questions about their experiences and expressing themselves.

Physical Development

- This includes giving the children chance to be active and to develop their co-ordination, control and movement. It also includes teaching children the importance of being healthy.
- This will be achieved through P.E. lessons, outdoor play (using apparatus – bikes, balls, hoops etc), activities to develop fine motor skills (using playdough, clay, pencils, pencil crayons, brushes etc) and talking about healthy eating.

Personal, Social and Emotional Development

- This includes children forming positive relationships with children and adults, developing social skills, managing their feelings and having confidence in themselves.
- This will be achieved through children becoming more independent in a number of situations, working with other children in groups, following the routines and rules of the classroom and school and sharing and taking turns in activities.

Literacy

- This includes developing the children's ability to link sounds to letters and beginning to read and write.
- This will be achieved through our literacy lessons, phonics activities, listening to stories, sharing books, learning rhymes, forming letters correctly and writing.

Mathematics

- This includes developing children's counting skills, understanding and using numbers, simple calculations and understanding shape, space and measures.
- This will be achieved through our maths lessons, number work, number rhymes, mental maths, problem solving, shape work, measuring, cooking, pattern making and using money.

Understanding the World

- This includes children making sense of their physical world and community.
- This will be achieved through science activities (looking at different materials, animals, plants etc), history, geography and RE activities, using technology and ICT and looking at different cultures.

Expressive Arts and Design

- This includes children having the chance to use a wide range of media and materials and sharing their thoughts, ideas and feelings through art, music, movement, dance, role-play and design and technology.
- This will be achieved through art activities using different mediums, music and singing, PE lessons (dance and movement), role-play area (this will be changed to a different setting frequently) and imaginative play.

All of the areas are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. The children learn through play and practical activities.

We make sure that all children's needs are catered for and 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.

Planning and Organising an Enabling Learning Environment

At the beginning of the year children make a set of class rules alongside the class teacher. They are supported in following and understanding the rules and routines. As the year progresses children gain confidence and independence to follow these rules and routines on their own.

Topics are planned to follow the children's interests. At the start of a new topic children share their ideas about what they would like to learn about during the topic. At the end of each week children discuss what they would like to learn the next week and which resources they would like to have access to. The teacher then puts these ideas into the planning, matching with the skills which the children need to learn. This ensures that the children are involved in their own learning which engages and motivates them.

Outside learning environment

The children have access to our outside learning environment every day. We have all weather clothing available so children are protected and equipped to learn. We have a variety of resources for the children to use outside including large resource boxes which are tailored to the children's particular interests. The children have the opportunity to take part in adult led and child initiated activities in the outside area.

Transition and pre-school links

There are close links made between Marden and Marden Pre-School. The EYFS teacher visits Marden Pre-School throughout the school year. During the Summer Term the EYFS teacher will also visit other Pre-Schools where children who are due to start at Marden in September are attending.

Children from Marden Pre-School are given the opportunity to join the current Reception class for one afternoon each week in the Summer Term with their pre-school teacher. Children from other Pre-Schools are also given the opportunity to join Marden Pre-School for the afternoon. All children are also invited to a transition morning which gives them an insight into what their school day will consist of before they start.

Parents and children are invited to a new parents meeting, where the EYFS teacher and head teacher discuss the EYFS with them and the parents can ask questions and meet other parents. They are given an information pack so they know what to expect once their child starts school.

In September the children attend school for half and full days alternately. This continues for the first two weeks so the child becomes used to the school and routines. They are then ready to start school full time.

Transition into Year 1

At the end of the Reception year children usually enter Class 2 which consists of Year 1 and Year 2 children. If there is a lower Reception intake than usual then Class 1 will consist of Reception and Year 1 children, therefore some or all of the Year 1 children will stay in Class 1.

During the year, the Reception and Year 1 teachers meet to moderate children's work. They also have meetings to discuss the children's needs and progress throughout the year. If the children are going into Class 2 then next steps for the children for September are discussed.

The Class 2 staff see the children on a regular basis throughout the year and if the children are going into Class 2 then they have a transition morning during the Summer Term so they know what to expect when they enter Class 2. This ensures that they have a smooth transition into Class 2 (Year 1).

Parents as Partners

We recognise the role that parents have played in their child's early education before they begin at our school and we seek to develop this.

We are always available to speak to parents either before or after school.

When the children start school we use information that we have gained from their parents and the 'All about me' poster which they have completed. This gives us an insight into the child and means we can plan for activities to cater for them.

Parents have access to their child's learning journey on Tapestry throughout the year. They can like and add comments to the teacher's observations and also add observations of their own.

They are also asked to complete reading diaries to record their child's reading at home.

During the year parents have 2 parents evenings. The first one is at the end of the first half term so they can discuss how their child has settled into school. The second parents evening is in the Spring Term and there is an optional third one in the Summer Term. Parents are also given a report, the children's EYFS Profile and Characteristics of Learning during the Summer Term.