



South Stoke Primary School
The Street
South Stoke
Nr Reading
RG8 0JS
Telephone / Fax: 01491 872948
Email – office.2507@south-stoke.oxon.sch.uk
www.southstokeschool.org

Headteacher – Miss Amanda Rogers

January 2020

**South Stoke Primary School
Early Years Foundation Stage Policy**

The Early Years Foundation Stage comprises all children in our Foundation Stage year group. At South Stoke Primary School we believe that children are active learners who learn through their senses, investigation, experimentation, listening, observing, social interaction, questioning and exploring. We provide a safe and secure environment for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Foundation Stage all children are given the opportunity to gain independence and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in the indoor and outdoor classroom, broadening what they know and deepening their knowledge. We follow the Statutory Framework for the Early Years Foundation Stage and complete an EYFS profile on each child at the end of the Foundation year. The outcomes of this profile are shared with parents at the end of the summer term in the form of a written report. Children's progress is communicated to parents in the form of parents evenings twice a year and by informal discussions daily. The profiles are available for parents to see upon request with the class teacher at any point.

In the Foundation Stage children will have a **Key Worker** currently the class teacher **Miss Claire Wadsworth** who will be assisted by the Teaching Assistants of the class. The class teacher is responsible for liaising with parents. Every member of staff is aware of the need for confidentiality and privacy of information.

Intention

Every child matters so our principles and aims are:

- To provide a solid foundation in all areas of learning as specified in the Statutory Framework for the Early Years Foundation Stage through well planned activities.
- To provide a balanced range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally.
- To enable children to make an effective and happy transition from, playgroup or nursery to school through effective liaison.
- To value children's own experiences, their imagination, their curiosity, and their range of skills that they bring into school and to use these as starting points in their learning.
- To ensure the children feel safe and secure within their learning environment.
- To provide a caring, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure equal access and opportunity.
- To prepare children for their continuing education.
- To value parents as partners in the education of their child.
- To keep parents well informed about the curriculum and their child's progress.
- To ensure that children with special needs are identified and receive appropriate support wherever possible
- To promote an atmosphere that encourages confidence and independence
- To plan and structure activities with clear learning intentions and objectives

Implementation

Foundation Stage Curriculum

There are seven areas of learning and development that shape the educational programme delivered. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **PRIME** areas are:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

Children are also supported in the four **SPECIFIC** areas, through which the prime areas are strengthened and applied.

The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Educational programmes involve activities and experiences for children as follows:

Communication & language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity; and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will have access to a wide range of reading materials to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe, and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

We consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child initiated activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Therefore children have a range of opportunities to lead their own play and take part in play which is guided by adults. Adults respond to each child's emerging needs and interests, guiding their development through warm and positive interactions.

Impact

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment is an integral part of the learning and development process. Adults observe children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations. Children's progress and development will be observed and monitored in a variety of ways including long and short observations, photographs, outcomes from adult initiated activities, etc.

In the final term of the year in which the child reaches the age of 5 the EYFS profile is completed for each child. The profile will provide parents/carers, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, and their progress against expected levels and their readiness for Year 1 and the National Curriculum. The profile reflects on-going observations and all relevant records. Each child's level of development is assessed against the early learning goals. The child's key worker will indicate whether children are meeting expected levels of development or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS profile. The results of the profile are shared with parents via the child's end of year report. Children also complete a baseline assessment within 6 weeks of starting school which helps to identify children's starting points and is used as a basis for planning and implementing the curriculum as well as a tool for recognising which children may require a little extra support or intervention.

English as an additional language

For children whose home language is not English we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning to support their language development. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, adults must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern about language delay.

Safeguarding & Welfare

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. We create a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. We take all necessary steps to keep children safe and well. The children and adults working with them follow the school's child protection, safeguarding and health and safety policies.

Supervision of children in the EYFS

Children are supervised continuously and follow the requirements for adult: child ratios as set out in the Statutory Framework for the Early Years Foundation Stage (2014). The class has a fully qualified teacher allowing for a ratio of 1:30. When a fully qualified teacher is not present a teaching assistant is able to fulfil a ratio of 1:8.

Behaviour

Children in the EYFS follow the school's living and working together policy.

Outings/Educational visits

Children in the EYFS follow the school's Education Visits Policy. We obtain written parental permission for children to take part in outings. Adults assess the risks and hazards which may arise from such outings and identify the steps taken to remove, minimise and manage those risks and hazards.