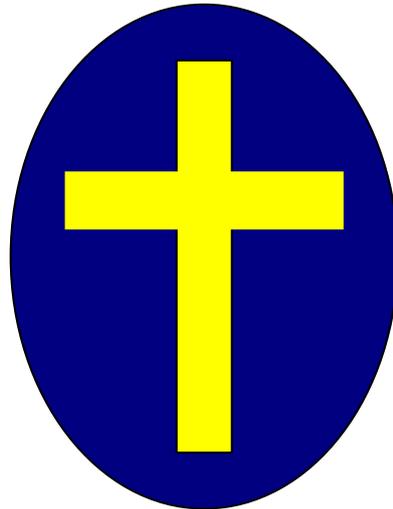


The Batt C of E Primary School



THE BATT C.E. SCHOOL

Early Years Foundation Stage

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The Batt C of E Primary School

Early Years Policy

Mission Statement

The Batt C of E Primary School is an innovative, exciting school having strong links with the Church and the Community. It provides a safe and healthy environment in which a child can grow and develop academically, physically, personally and spiritually. The school encourages life-long learning through an atmosphere of challenge and high expectations.

Introduction

This policy outlines the provision The Batt C of E Primary School offers to all of its Reception aged children (4-5 years). Children within this age range are taught in The Early Years Foundation Stage (EYFS). Effective early years' education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At The Batt School we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. We aim to ensure that all children feel included, secure and valued by building on what the children already know and can do. We aim to work together with parents/guardians in an atmosphere of mutual respect to provide an early years' curriculum which is carefully structured and tailored to meet the needs of each individual child.

Principles

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

“Early Years Foundation Stage Profile.” Department for Children, Schools and Families 2012

The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

A Unique Child.

At The Batt School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive Relationships.

At The Batt School we recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling Environments.

At The Batt School we recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and Development.

At The Batt School the Reception Class is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At The Batt School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valuable in itself, as part of life. It is therefore important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the 'Reception Year'. All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Foundation Stage to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff and the Foundation Stage team work effectively together to support children's learning and development.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At The Batt Primary School the overarching aim of the EYFS is to help young children achieve these five "Every Child Matters" outcomes. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At The Batt Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents/guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and

The Early Years Framework

The Early Years Framework in its current form became statutory in September 2012. At The Batt School we adhere to this new framework. All children in the EYFS have access to a broad, rich topic-based curriculum both indoors and outdoors. The seven areas of learning and experience, ages and stages, and the Early Learning Goals now provide a National Framework for individual schools and other pre-five settings in planning, teaching and assessing the early year's framework. They also provide an essential link between the pre statutory framework and the Key Stage One programmes of study. We have adopted these areas of learning and experience and the national ages and stages, as the basis for our

planning as they provide a framework which enables us to achieve our aims for EYFS provision.

The Seven Areas of Learning

The seven areas of learning covered by the framework are:

PRIME AREA: Personal, Social and Emotional Development (PSED)

This area has three sub sections. These are Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

PRIME AREA: Communication and Language (C and L)

This is broken down into three sub sections. These cover Listening and Attention, Understanding and Speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and Understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

PRIME AREA: Physical Development (PD)

This covers both fine and gross motor development and keeping healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

SPECIFIC AREA: Mathematics (M)

This is broken down into two subsections. These are Number and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

SPECIFIC AREA: Literacy (L)

This area of learning has two subsections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Reception class. In line with the rest of The Batt School, we follow Floppy's Phonics programme.

SPECIFIC AREA: Understanding the World (UW):

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focussing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

SPECIFIC AREA: Expressive Arts and Design (CD)

This covers art, music, and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

Outdoor Play

In Reception the outdoor play space is securely fenced and provides a safe play space where children can develop their physical skills and learn to share with others in structured and informal play. Outdoor play is a very important part of children's development. Across the Foundation Stage we try to encourage free flow between the classrooms and outdoor area. Activities set up outside support all seven areas of learning.

Growth Mindset and Characteristics of Effective Learning

We cover the COEL by using dinosaurs which we call our 'Achievosaurus'. Each one of the seven characteristics is represented by a dinosaur.

We encourage a Growth Mindset by explaining to the children that it is alright to make mistakes and that it is important to try new things. The children know that we are not allowed to say 'I can't do it.', but that they have to say 'I can't do it YET.!'.

The children are aware of the characteristics and at the end of the week children are chosen to take home a cuddly dinosaur depending on which characteristic they have been working on. The children record their weekend with the dinosaurs which is really useful for their Communication and language development and also Literacy development.

(See appendix for more information)

Organisation of classes

The Reception Class has a maximum of thirty children. The school day begins at 8.50am and ends at 3.10pm. The children wait in the Reception garden at 8.40am with their parents and line up when the bell rings at 8.50am. The teacher then takes them in to the classroom. A member of staff is on the gate until all children are safely inside. All children must be accompanied to school by a known adult and should be collected by an adult who knows the child's personal collection password. If the parent of the child is not being collected by their own parent, a member of staff should be notified at the start of the day or via our 'Home School Link' book. Where this is not possible, the child's parent should contact the school during the day to say who will be collecting their child.

During the morning fruit and water is available for each child. The children also have access to water provided from home in a suitable bottle. Children are entitled to a meal provided by the school during the lunchtime period. Alternatively children may bring a packed lunch from home.

All classes are taught by qualified Teachers and Teaching Assistants.

Admission Arrangements

Children enter the Reception Unit classes in September of the school year in which they are five. Places in the Reception classes are offered in accordance with Oxfordshire County Council and the school's admissions policies.

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- Reception teachers will visit pre-school settings from which September's intake will be taken where possible
- Children in attendance at local Nurseries and Childcare providers will be visited in Term 6
- Each child beginning in September is offered a minimum of 3 visits in Term 6; one visit will be with their parent and one with half of the new intake. The final two will be with the whole of the new intake. This offers the prospective children an opportunity to familiarise themselves with both the staff and the Reception class environment.

- When children join the school in September a staggered intake will be offered in order that they can gradually adjust to their new surroundings:
 - During the first week, all children will attend for the morning session only.
 - During the second week, the children will stay for lunch and will go home at 1.00pm
 - On week 3, all children attend full time.
 - Parents are informed that children are entitled to full time places from the beginning of the September term; it is our strong recommendation that the staggered start is preferable for the children's well-being.

Reception to Year 1 Transition

Reception and Year 1 teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At The Batt Primary School:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
- Reception practitioners plan for more structured activities to be undertaken during the summer term, encouraging less dependence on adult support particularly in writing
- Reception children meet Year 1 teachers during assemblies and other whole school activities during the reception year.
- EYFS Profile are passed on to Year 1 teachers and discussed.
- Reception and Year 1 teachers meet to discuss individual needs of children in July.
- Reception children visit their new Year 1 class and teacher, if possible for as many sessions as possible in July (usually when new children are visiting Reception)

Whole School Activities

Reception children join the whole school for assemblies as appropriate. This is usually when the whole school have Celebration Assembly on a Friday.

From Term 2, Reception join the whole school for hymn practice to prepare for Christmas songs.

The Reception Class children stage a Christmas play with the rest of Key Stage 1.

They also have an end of year celebration assembly to which the parents are invited.

Children in Reception have a timetabled hall slot for PE lessons each week which incorporate all areas of physical development, in addition to outdoor PE.

Behaviour

Positive behaviour is expected and encouraged in Reception, as within the rest of school.

We follow the whole school positive behaviour policy, operating reward systems and praising good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school approach to discourage inappropriate behaviours.

Intimate Care

"Intimate" care is any care which involves cleaning, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example with changing underwear after having an accident or being cleaned following an accident involving excrement. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care.

Information for Parents and Carers

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the school's expectations to parents/guardians during the new parents meeting in the summer term.
- Holding a parents' evening in term one to discuss how the children have settled in and to enable parents to understand the value of supporting their child's learning at home.
- Operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner.
- Inviting parents/guardians to help in the reception class and to accompany children on school visits.
- Encouraging parents/guardians to listen to their child read each night and to comment on reading progress in a home/school reading diary.
- Encouraging relevant learning activities to be continued at home and where appropriate, ensuring that experiences at home are used to develop learning in school.
- Discussing children's individual targets with parents/guardians parents' evenings twice a year. Providing parents with a copy of these targets at regular intervals throughout the year. Daily photos are displayed on 'Homeroom' which is an app which parents of children in class can access.

Health and Safety

All reasonable measures are taken to ensure the safety of all children in the Foundation Stage. Medicines are locked in a suitable cupboard in the school office and documentation is signed and approved by parents or carers before the administration of any medicines. No hazardous substances are used within the setting.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in the Reception Unit at The Batt School are involved in this process.

Planning

We constantly review and evaluate our planning to ensure that the interests of the children are taken into consideration. We have adopted 'Loose parts' play where the emphasis is on children using a variety of materials and media to enhance their play and learning. The children have daily access to 'Loose parts' and there are less 'structured' activities put outside. Inside we have a 'Deconstructed' role play which enables the children to develop their imagination through role play.

- At The Batt School planning is both topic-based and objective led as appropriate
- The long term plan is based on the EYFS development matters and Early Learning Goals.
- The medium term plans are based upon discussion with the children and observations made during their play.
- Short term or weekly plans, show specific activities planned to achieve the objectives.
- Each day a balance of adult led and adult initiated activities are planned.

- Phonics and Maths are taught in four differentiated groups daily and usually during the morning session.
- Adult initiated activities are set out for the children and the adults will make suggestions of what they 'could' do with the activities provided. Sometimes the children will follow the adults' suggestions and sometimes they will pursue their own ideas in a child initiated learning style.
- At times the children have whole class or year group input covering the other areas of learning; this usually takes place immediately after lunch

Observations are made using the following methods:

- We use the 2 Simple programme on the iPad to take photographs; this system allows staff to link a photograph to a child and a statement/s from the Development matters or EYFSP.
- As well as ad hoc observations, each of the four key adults make observations in all seven areas of learning for our PPG children each week. This means that over a period of 5 weeks, all children in the unit will have been observed in each area of learning. We also do this for children we feel need more focussed observations for individual reasons.

Within the final term of the EYFS, we provide a written summary to parents, reporting the children's progress. In Reception, the children are assessed against the EYFS Profile. This summarises all of the formative assessment undertaken and makes statements about the child's achievements against thirteen scales. It summarises children's progress towards the early learning goals. It is completed on entry, at the end of Autumn Term 2, Spring Term 4 and Summer Term 6 by the class teachers in consultation with the Teaching Assistants.

Teachers participate in regular in-house and partnership moderation meetings. This provides an external quality assurance and validation of our teacher assessments. The quality of the taught curriculum is monitored by the Head teacher, Deputy Head and subject co-ordinators in school through regular lesson observations and planning.

Inclusion and Special Educational Needs

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. This includes those children who are more able. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENCO, and advice may be sought from other agencies as appropriate.

Some children with special educational needs may be identified before entry to school, through liaison with other agencies. Information is also exchanged through links with Pre School and parents. Any child identified with special educational needs that are not deemed to be met by the existing curriculum will follow an Education Health Care Plan which will specify differentiated provision.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

This policy should be read in conjunction with the following policies

Teaching and Learning policy

Positive behaviour policy

Safeguarding policy

Equal Opportunities Policy

SEN /Inclusion policy
More able, gifted and talented policy
Health and safety policy
Administering medicine policy
Mobile phone/Ipad policy

Agreed:

To be reviewed: