

**Wimbledon Chase**

**Primary School**

**Early Years  
Foundation Stage  
Policy**



## WIMBLEDON CHASE PRIMARY SCHOOL

### Early Years Foundation Stage Policy - March 2018

#### Mission statement

#### Aims

- To provide children with a rich learning environment including a range of activities inside and outside that will attract their interest and curiosity and enable them to develop their understanding in all areas of the Early Years' curriculum.
- To value and develop the whole child, giving equal consideration to all aspects of development, emotional, intellectual, physical, social, moral and spiritual.
- To enable the children to become independent learners, to develop an enthusiasm for learning and confidence in their ability to be successful learners.
- To develop a close working partnership with home and the community so that children feel valued, secure and confident and develop a sense of well-being and achievement.
- To enable children to progress beyond the Early Learning Goals where appropriate.

#### Teaching and Learning in the Foundation Stage

The Early Years Foundation Stage curriculum is organised into 7 areas of learning. Activities are planned to be challenging but achievable.

#### **Prime Areas**

##### **Personal, Social and Emotional Development**

Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour

##### **Physical Development**

Moving and handling

Health and self-care

##### **Communication and Language**

Listening and attention

Understanding

Speaking

#### **Specific areas**

The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

#### **Literacy**

Reading

Writing

## **Mathematics**

Numbers

Shape, space and measure

## **Understanding the World**

People and communities

The world

Technology

## **Expressive Arts and Design**

Exploring and using media and materials

Being imaginative

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 there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

## **The Importance of Play**

Well planned play activities, indoors and outdoors, provide crucial learning opportunities for young children. Play allows children to explore and develop their understanding of the world around them. Through play they can try out ideas of their own; investigate and solve problems and practise and build up ideas, concepts and skills. It helps them to develop and improve their language and communication skills. It enables children to take charge of their own learning; to develop social skills and learn to co-operate; to learn about rules and others' feelings. In play situations, children can take risks with their learning and work through fears and anxieties. The adult plays a crucial role in planning and resourcing play activities and also by intervening to support learning and to extend children's spontaneous play and to help in children's development.

## **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. Active learning provides children with a sense of satisfactions as they take ownership of their learning.

## **Creativity and Critical Thinking**

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## **TEACHING AND LEARNING**

Teaching strategies to ensure high quality child initiated learning:

- Providing a stimulating learning environment inside and outside, with provision arranged for different types of play.

- Staff interaction in children's chosen activities and play to support, where appropriate, their development.

Teaching Strategies to ensure high-quality teacher led activities:

- Planned focussed activities for specific children, any child who wishes to join in or for every child to complete. If it is for every child, the activity must be suitably differentiated to meet the learning needs of each child.
- Small group activities where the adult introduces new concepts.
- Some whole class teaching for short periods, increasing over time during the Reception year.

## **PLANNING, ASSESSMENT AND PROGRESSION**

### **Planning**

There are three stages in planning: long, medium and short term plans.

#### **Long term planning**

Plans are devised as a team across Nursery and Reception. These plans show curriculum coverage over all areas of learning during children's time in the foundation stage.

#### **Medium Term Planning**

This is considered at the beginning of each theme or half term. It covers the attitudes, skills, concepts and knowledge to be taught according to the 7 areas of learning. Written observations, photographs and examples of activities are collected throughout Nursery and Reception to provide evidence for a child's Early Years' **Learning Journal**. These are available to parents and children on a daily basis. Observations of pupil's learning are used to inform next steps in planning.

#### **Short Term Planning**

This shows the specific learning intentions to be taught daily over weekly periods, involving a balance of adult-led and child-initiated learning experiences in either nursery or reception. Plans include details of the activities through which the learning intention is taught and also differentiation is highlighted.

## **ASSESSMENT AND PROGRESSION**

### **Baseline**

During the first 6 weeks of entry to school (Nursery or Reception) a child will be baselined through staff observations, parents' views on their child's development, the Year 2 Check and any summative reports from a child's previous settings.

### **Reporting of Progress and Attainment and Progress**

Teachers and key workers are responsible for recording children's progress and collecting evidence for this judgement (Learning Journal). Tracking progress meetings are undertaken on the termly basis between headteacher and class teacher to discuss children's progress and attainment.

In the second term in Nursery, parent and teacher consultations take place as a way to communicate a child's progress with the parents or carers. Nursery parents will also have the opportunity to discuss their child's development the term before their child moves up to Reception.

In Reception, parents are invited to a formal parent and teacher consultation meeting in the autumn and spring terms and an informal consultation meeting in the summer term, for those parents who wish to discuss their child's written report that would have been completed during the summer term.

### **CONTINUITY AND TRANSITION**

To encourage continuity for children between home and Nursery/school, home visits are arranged for a child before they start at WCPS. All parents are given a welcome pack for both Nursery and Reception and information about activities, learning opportunities and regular newsletters are sent to parents.

New parents in Reception and Nursery are invited to a welcome meeting. Welcome meetings are used to pass on general information, explain routines and to inform parents about ways to support their child's learning at home.

We have an open door policy where parents can liaise with the Early Years staff and arrange a meeting by appointment to discuss their child with the teacher or keyworker.

A staggered entry system is used in the Nursery / Reception which allows children to start the session in small groups so that close attention can be given by staff to each individual child. This process continues for the one or two weeks over the beginning of each term depending on the number of children in the new intake.

In order to facilitate a smooth transition between Nursery and Reception and Year 1, close links between the three stages are maintained. As well as the Learning Journal and Reception Annual Report, teachers discuss each child before they move into their respective new classes. The Reception teachers occasionally play outdoor games and take singing time with the Nursery Children. WCPS Nursery children also regularly visit their new Reception class during the last half of the summer term. Non-direct pupils starting in Reception will have the opportunity to attend a stay and play session with their parents. The Year 1 teachers go into the Reception classes to take story time at the end of the summer term. This enables all the children to become familiar with their new teachers. Reception pupils will also spend a session with their new teacher in a Year 1 classroom. At the end of reception, the headteacher makes a decision whether or not to create three new Yr1 classes to consider balancing gender, ability, SEN needs, behaviour and friendship dynamics across the year group. Parents of children moving up to Reception and Year 1 are invited to an open morning where they can observe their child's new environment and listen to a talk given by the Phase 1 or 2 Assistant headteacher, regarding new routines and learning experience.

### **BEHAVIOUR AND MOTIVATION**

As a school we have high expectations regarding behaviour (see Behaviour Policy). To promote this in the Early Years we focus on positive behaviour by using verbal praise, class reward charts and rewarding individual pupils with stickers for displaying good learning behaviours. To encourage the children to think about their actions, we explain what the good choice and the bad choice would be with appropriate sanctions if they choose and demonstrate the bad choice.

In Reception, during weekly gold star assemblies, we give certificates for positive attitudes and behaviour. For children who find it difficult to display appropriate behaviour, a reward chart may be introduced and parents are involved from the earliest stages.

## **EQUAL OPPORTUNITIES**

At Wimbledon Chase we ensure all children feel included and supported. We therefore seek to ensure that no one is disadvantaged on the grounds of race, gender, culture, belief or disability.

We use materials and equipment which reflect different languages and cultural and ethnic diversity of the children. We wish to provide an environment in which the children develop a positive sense of themselves and learn to understand that people have different needs, views, cultures and beliefs, enabling them to treat others with respect.

## **Additional Educational Needs**

'The focus is on removing barriers for children where these already exist and on preventing learning difficulties from developing' (Early Years Framework). It is important that the areas of difficulties are identified in the Early Years so that they may be responded to quickly with an effective strategy so that, wherever possible, later difficulties can be avoided. When difficulties are initially identified, the child's teacher may liaise with the SENCO to help develop a strategy or aid the process, if help is needed from outside agencies. The staff will also liaise with parents so that the best learning opportunities can be provided for the child concerned (see flow chart for identifying and supporting early intervention for SEN in EYFS).

## **English as an Additional Language**

We ensure that children who have EAL are supported to participate in all the learning experiences offered in the Early Years Foundation Stage. Children will learn English through everyday real life experiences, interacting with other children and adults and planned activities. Children who may need extra support with understanding and speaking English will have access to a small group intervention programme.

## **Staff Training and Development**

All staff working in the EYFS have access to Early Years training provided by the borough, appropriate to their own training needs and the School Development Plan. In addition, every member of the EYFS team meets with their Appraisal Leader to help identify ways in which individuals can develop professionally and personally. The Early Years staff also provide training to other members of staff at planned staff meetings during the year.

## **Monitoring and review**

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The assistant headteacher for Phase1 will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

**Review date: March 2018**

**To be reviewed: March 2019**