

**ST NEOT SCHOOL**  
**EARLY YEARS FOUNDATION STAGE POLICY**

**Aims of the Early Years Foundation Stage Curriculum**

1. To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
3. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
4. To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
5. To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.
6. To provide a curriculum which provides equal learning and development opportunities for all the children.
7. To create a partnership with parents to support and enhance the development of the children.

**Early Years Foundation Stage Curriculum**

At St Neot all children are safe, secure and encouraged to have fun, develop confidence and curiosity whilst learning. They will be involved in activities which have a clear purpose and rationale which need not always have an end product. The Schools ethos of "A happy learning environment for all" ("Kerhynnedh adhyskans lowen rag oll"), will encourage the young children to explore experiment, question, take risks, make and learn from their mistakes and engage in purposeful play.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development (PSED)
- Communication and Language (CL)
- Physical Development

The specific areas are:

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

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

**Play**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, whilst showing a variety of different characteristics of effective learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world

- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

### **Assessment and Reporting to Parents**

Focused, ongoing assessment based on regular and close observation of and discussion with individual children will inform future planning. This involves all adults who come into contact with the child. Parents/carers also contribute to the assessment process by taking part in a dialogue between home and school. Each child's progress is recorded and tracked against learning intentions using both Classroom monitor and Cornwall Council EYFS Individual Progress Monitory Sheet, with evidence recorded in their 'Learning Journey'. This is accessible to parents/carers and the children themselves.

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 staff who work in the Foundation Stage are involved in this process.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. In addition, children experience aspects of the National Curriculum throughout the day e.g mental and oral work, guided reading, shared reading and writing, as well as phonics, using the letters and sounds materials as appropriate.

Children are assessed during adult focused activities against the objective for that activity. A note is made. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept in the child's record of achievement or book as appropriate.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Personal Education Plans are written and reviewed in November and April. Parents' evenings are held twice a year. Parents' evening are an opportunity for parents to discuss their child's progress.

### **Transition**

Pre-school and the Foundation teachers work closely together to make transition through the EYFS to Key Stage 1 as smooth as possible. Pre-school and Foundation staff organise their time so that children get to know all staff well. When children move into the Foundation class they are familiar with the room and staff and the transition is smoother.

During the Foundation year children are prepared for the transition to Year 1 primarily through developing their independence in routines and learning. Children are encouraged to be independent when dressing and undressing and when organising their personal belongings. Foundation practitioners plan for more structured activities to be gradually introduced throughout the school year, encouraging less dependence on adult support when completing tasks. Foundation children should already be familiar with the Year 1 teacher and teaching assistants as they support children at lunchtimes and playtimes, attend assemblies and other whole school activities. During the summer term children visit their Year 1 classroom and teacher.

## **Home and School Links**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Early Years. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Learning Contract.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- When necessary we will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct a further parent consultation late in the term to inform parents and carers formally of a child's results and overall progress.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning by assisting with reading.

## **Equal Opportunities**

### **Aims**

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

We offer all learning activities to all children regardless of race, colour or gender, to ensure equality of opportunity within the early years programme. Children with special educational needs are offered a programme of activities and the adult support necessary to enable them to benefit fully from the experiences offered in the early years. Activities are planned to develop confidence and to consolidate understanding for less able children. While for children whose attainment is high, activities will be challenging and designed to extend and deepen their knowledge and understanding.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children
- Live as well as the wider world.
- The curriculum will include activities to encourage children to respect their own cultural
- Background and beliefs and those of other people. These will include:
- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of
- Cultures and religions
- Role play activities that reflect a variety of cultures