

Oaklands Primary School

Early Years Foundation Stage Policy

Our policy is set in line with requirements set in 2017 Framework for Early Years Foundation Stage.

Transition and Induction

On receiving the new intake information the Early Years leader will contact pupil's pre-school settings and arrange visits or telephone calls to discuss each pupil, ensuring staff have a good understanding of individual starting points.

Pre-schools are invited in with the children for a play session to allow children an opportunity to get to know school and staff.

Following this parents and children are invited in to their child's class for a play and stay session. A visit just for children to stay follows this; parents are encouraged to stay on site during this visit.

In September all pupils start on a part time basis with the intention that they are full time education by the end of a 3 week induction. If for any reason parents or teachers feel a child may benefit from staying longer part time then this is discussed with the Inclusion Leader and a plan is put in place.

Early Years Class Structure

Oaklands Primary School has two Foundation Stage classrooms and an enclosed shared outside learning area. Each class has a teacher and at least one teaching assistant. Pupils who have a Speech, Language and Communication need are identified early on and will receive 1:1 or group support with a trained speech and language therapist. Pupils who have English as an additional language will also receive regular additional group support with a teaching assistant.

Curriculum

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but there are three areas which are defined as the prime areas as they support children's learning in all other areas.

The Prime areas are:

Communication and Language – Listening and Attention, Understanding and Speaking

Physical Development – Moving and Handling and Health and Self-Care

Personal, Social and Emotional Development – Making Relationships, Managing Feelings and Behaviour and Self-Confidence and Self-Awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society

The Specific areas are:

Literacy – Reading and Writing

Mathematics – Number and Shape, Space and Measure

Understanding the World – People and Communities, Technology and The World

Expressive Arts and Design – Exploring and Using Media and Materials and Being Imaginative

The EYFS also includes Characteristics of Effective Learning. They highlight the importance of a child's attitude to learning and their ability to play, explore, and think critically about the world around them.

The three Characteristics are:

Playing and Exploring – children investigate and experience things and “have a go”

Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating and Thinking Critically – children have to develop their own ideas, make links between ideas and develop strategies for doing things

Classroom organisation

Resources are clearly labelled with the use of photos and/or symbols to encourage independence. We have a role-play corner which is themed within our topic, a book area to promote the love of reading and a writing area, to provide daily writing experiences. Children have access to creative and construction activities frequently during the week which are designed to fit in with what is being taught that week or to provide opportunities to practise prior learning. We try to ensure the range of activities outside reflects the different curriculum areas, with specific areas for water and sand play, reading, messy play, and role-play.

Planning, Teaching and Learning

Learning through play is an important part of our Foundation Stage classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children’s interests as a starting point, we provide children with stimulating play experiences both inside and outside the classroom. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Through play children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

We carefully plan adult led activities in the form of structured whole class and group teaching. These are particularly important in helping children learn specific skills and knowledge and it is often then through children’s play that we see how much of the learning the children have understood.

Every day time is given for whole class teaching which covers literacy, maths, phonics and topic work. Children then have the opportunity to work independently through self-initiated play based activities and working in groups with class teachers and teaching assistants.

Assessment

Assessment is a key part of supporting the learning and development of children. On starting school teachers carry out a baseline assessment, where they will work 1:1 with each child to gauge their understanding in key areas such as, speaking and listening, reading, writing, maths. In addition to this all Foundation Stage staff are trained to carry out observations to assess children’s learning and understanding in others areas such as social, emotional and physical development. The observations carried out are used to complete the child’s individual learning journey, through the online system ‘Tapestry’ these are used alongside teacher assessments to assess against the EYFS document to track the progress they have made and to identify their next steps.

At the end of the Foundation Stage the class teacher assesses each pupil against the 17 Early Learning Goals (ELG) and comments on whether their development is either ‘emerging’, ‘expected’ or ‘exceeding’ within each ELG. This information is communicated to parents in their end of year report.

Partnership with Parents

We feel strongly in working with parents which is why we have an open door policy from 8:35 until register at 8:45, this gives parents an opportunity to come in see their child settle and speak to a member of staff if needed. We also encourage parents to contribute to their child's learning journey through the online system 'Tapestry' this is where significant moments at home can be recorded. In line with the rest of the school we hold parent evenings in autumn and spring term where the child's development and next steps are shared. We also hold Parent Partnership mornings where parents are invited in to take part in learning alongside their children, for example, in literacy or maths.

Transition to Year 1

In the summer term pupils will have an arranged visit to their Year One class in line with the rest of school and Year 6 pupils' transition to secondary. For any pupils who present with some insecurity we ensure there are extra, less formal visits. A piece of work is completed in their new books but with current classes to show their new teacher their starting point in writing and maths. Alongside this teachers meet to share information about pupils to ensure they have a good understanding before pupils start in the class.

Safeguarding

Is an integral part of daily school life, please also read our Safeguarding Policy

Created by K Preston (Foundation Stage Leader)

Policy approved at the meeting of the Full Governing Board:

Signed:

Headteacher

Chair of Governors

This policy will be reviewed in Summer 2021