

Overdale Infant School



Early Years Foundation Stage Policy

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| Policy Review Date: | 2023 | Headteacher – Hayley Holmes | Signature: |
| Ratified by Governing Body: October 2021 | | | |
| Chair of Governors - Daniel Routledge | | Signature : | |

Rationale

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage at Overdale Infant School.

“The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life”. *Statutory Framework for the Early Years Foundation Stage, September 2021*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Overdale Infant School, we have a Nursery and Reception provision. We believe that early childhood is the foundation in which children build the rest of their lives and we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We are committed to underpinning our provision with the four themes of the Early Years Foundation Stage:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Principles of EYFS

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Learning and Developing – an acknowledgement that children learn in different ways and at different rates.
- Positive Relationships – supporting the children in becoming strong and independent.

Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, Parents/Carers and the child

A Unique Child

At Overdale Infant School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that all children are unique, developing in individual ways and at varying rates. We also understand that children’s attitudes and dispositions to learning are influenced by feedback from others. We use praise

and encouragement, celebration/sharing assemblies, and rewards to encourage children to develop a positive attitude to learning.

The Characteristics of Effective Learning support the children to become motivated and effective learners. Children will play, explore and 'have a go' at using all available resources, developing their experiences. Children will develop resilience and enjoy achievements through active learning and will make links, explore their ideas and develop strategies for problem-solving through creating and thinking critically. Practitioners support the children in developing all of these characteristics by playing alongside children and, where necessary, scaffolding and supporting their thoughts.

Inclusion (learning and developing)

(In conjunction with our Inclusion and SEN Policy)

We value the diversity of all individuals within the school and do not discriminate against children because of 'differences'. All children at Overdale Infant School are treated equally and with respect regardless of race, religion, or abilities. We welcome all children and families into our settings so that they feel included, safe and valued.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's previous knowledge, experience and interests, and which will develop their self-esteem and confidence.
- ensuring that our environment is conducive to learning and free of distractions and visual noise.
- using a wide range of teaching strategies based on individual learning needs.
- providing a wide range of opportunities to motivate and support children for them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of every child is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.
- monitoring children's progress and taking action to provide support and intervention as necessary.

Positive Relationships

At Overdale Infant School, we recognise that children learn to be strong and independent by developing secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We regularly hold open sessions where parents and carers are invited into their child's setting to watch lessons, play and interact with their child in the school setting.

Enabling Environments

At Overdale Infant School we recognise the importance of a rich learning environment both inside and outside. Our environment is set up to support all learning areas, where children can find and locate equipment and resources independently. This is aided by visuals and labels. Each area is well planned out and children can work at different heights. There are areas where the children can be active learners, as well as areas which encourage the children to be quiet, reflect and rest. The classroom is kept free of visual noise and is calm and neutral which prevents over-stimulation and allows for a focus on learning.

We recognise that children thrive in environments with Continuous Provision. Continuous Provision is 'a constant environment that is safe to explore whilst challenging and consolidating their learning. It should allow children to explore and become independent in making choices.'

All of our EYFS classrooms have the following areas:

A Reading Area containing-

- A book basket which contains a selection of books that are changed regularly.
- A few favourite books available for the children.
- Copies of PowerPoints used for teaching.
- Any books that are topic-based.
- Props for storytelling, where appropriate and available.

An Art and Craft Area - An area where children can choose from resources to create their own work, including -

- Free selection of paper or card
- Free selection of mark making tools (paints, felt tips, crayons etc.)
- Different craft materials
- Glue and Sellotape

Imaginative play areas - Role play, small world play or story telling props. We believe that this is most successful when driven by the children's interests or the topics that we are learning about.

An Outdoor Area –

We have a spacious outdoor area which has a positive effect on the children's development. The outdoor area provides opportunities for doing things in various ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

As far as possible, we offer the same opportunities and areas of learning in all of our environments and the children have free flow between different areas. To ensure that we

meet the individual needs of all our children, we make regular observations of the children's interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, individuals and our provision for resources as appropriate.

Safeguarding and Welfare Procedures

(In conjunction with our Safeguarding Policy)

We promote good oral health, as well as good health in general, in the Early Years by ensuring that the children are taught the importance of a healthy, balanced diet and brushing your teeth regularly. Overdale Infant School has a Food for Life Silver Award which means that we have a whole-school approach to food that goes beyond lunchtimes and teaching in the classroom, achieving positive outcomes for the children. A good school food culture helps children develop healthy eating habits so they can live healthier, longer lives.

Our Safeguarding and Welfare procedures are outlined in our Safeguarding Policy.

Health and Safety

At Overdale Infant school, there are clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for any aspects of the environment, or provision that may require a further risk assessment. In line with the EYFS Statutory Framework (2021), we make the following provisions:

- A School Medicines Policy which ensures that there are systems in place to make sure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Prescribed medicines will not be administered unless they have been authorised by a doctor, dentist, nurse or pharmacist.
- Fresh drinking water is always available.
- Children's dietary needs are recorded and acted upon when required.
- A fresh fruit snack is provided daily.
- A first aid box is always accessible, and accidents and injuries are recorded.
- A member of staff who holds a Paediatric First Aid Certificate is always on duty.
- An up-to-date Health and Safety Policy and Procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A site Emergency Plan with fire and emergency evacuation procedures.
- A Safeguarding & Child Protection Policy as well as an Acceptable Use Policy of mobile phones, cameras and recording devices, stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used by staff for their personal use
- Staff are expected to wear appropriate clothing that suits the environment that they work in. Clothing should support them in getting to a child's level so as to play and engage with children at floor level.

Learning and Development

There are seven areas of Learning and Development in the EYFS which are interconnected.

The three Prime Areas are crucial to develop lifelong learning and to help children form relationships:

- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings and respect others.
- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment.
- Physical Development – children have opportunities to be active and develop coordination (both gross motor and fine motor). They also learn about healthy choices.

The four Specific Areas focus on other areas of the Curriculum:

- Literacy – involves children learning how graphemes (written letters) link to the phonemes (sounds) that they make. This enables the children to begin to read and write.
- Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and to recognise and describe shapes and measures.
- Understanding the World – children have opportunities to find out about people and communities, the environment and technology.
- Expressive Arts and Design – involves exploring feelings and ideas through music, dance, role play and design.

Child-initiated learning and adult directed activities are focussed on play-based active learning which links to the children's interests. We follow the children's interests when planning for each group of children and involve the children in choosing activities and resources. Children and parents are encouraged to be involved in the next steps for learning through sharing the children's Learning Journeys, the use of Evidence Me and parent consultations.

Planning and Teaching

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are taken from the Development Matters Statements. Our planning is based upon a whole-school topic focus. Within these whole-school topics, different areas have been identified from the children's interests. This enables us to deliver the children's next steps in learning, while also responding to their social and emotional needs.

Pre-School

In our Pre-School setting, children take part in a welcome session to support their listening and attention skills and emotional regulation. Carpet and table time sessions support

children's early reading, writing and maths skills. Thought of the week sessions take place each day focusing on Personal, Social and Emotional Development and Understanding the World. Staff use planning in the moment to focus Provision on children's interests. This captures the interest of a child or children at the current time. Young children have a natural desire to learn, explore and question. Our Pre-School setting offers an environment that enables child-initiated play in order to capture the moment of engagement.

In Foundation Stage 2, the children take part in daily whole-class Phonics and Mathematics sessions., as well as daily Reading and Writing sessions. In addition, the children have whole class weekly PE, RSHE and PSHE lessons. Each session is roughly 15-20 minutes long, reflecting our understanding of the children's levels of concentration and ability to focus for shorter periods of time. Children can then work as part of a guided group with the teacher and develop these taught skills independently. Continuous Provision is planned to provide breadth across the Curriculum, as well as reflect the interests of the children. Planned activities across all of the areas of learning will link to the central topic.

Continuous Provision provides resources, questions and opportunities for self-directed learning and play in the following areas:

- Construction
- Small world
- Creative
- Role play
- Investigation
- Computing equipment
- Malleable (indoors and outdoors)
- Sand and water (indoors and outdoors)
- Reading (indoors and outdoors)
- Writing (indoors and outdoors)
- Maths (indoors and outdoors)
- Movement (outdoors)
- Gross motor skills (outdoors)

Continuous Provision provides a consistent base for children to feel comfortable in their surroundings, develop their skills in using specific resources and challenge themselves to master the use of specific broad-based equipment.

Assessment

At Overdale Infant School, 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. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level

of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. Staff observe children while they play and fully immerse themselves in the children's activities. Staff use Evidence Me to record evidence and use this alongside their professional judgement to make summative assessments.

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement and will not be required to prove this through collection of physical evidence.

Foundation Stage 2

Within the first 6 weeks that a child starts Foundation Stage 2, staff will administer the Reception Baseline Assessment (RBA). This is accompanied by an Overdale baseline assessment of all Areas of Learning which is reported to the Oak Multi-Academy trust.

At the end of Foundation Stage 2, staff complete the EYFS Profile for each child. Pupils are assessed against the 17 Early Learning Goals (Appendix 1), indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The Profile reflects ongoing observations, as well as discussions with parents and/or carers. The results of the Profile are shared with parents and/or carers for their child.

The Profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS Profile data is submitted to the Local Authority.

APPENDIX 1

EYFS EARLY LEARNING GOALS

Prime Areas:

Communication and Language

ELG 01 Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

ELG 04 Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05 Health and Self-Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

ELG 06 Self-Confidence and Self-Awareness

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others'

behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

ELG 08 Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Specific Areas:

Literacy

ELG 09 Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG 10 Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Mathematics

ELG 11 Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

ELG 13 People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are

sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

ELG 15 Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

ELG 16 Exploring, and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.