



## **Oakhurst Early Years Foundation Stage Policy**

<b>Date</b>	<i>September 2020</i>
<b>Review Date</b>	<i>September 2021</i>
<b>Responsibility of review</b>	<i>EYFS Lead</i>

### **Contents**

	<i>Page number</i>
Our Philosophy	1
Aims	2
The Early Years Foundation Stage Team	2
EYFS Areas of Learning	3
Styles of Teaching and Learning	5
Assessment Recording and Reporting	6
Curriculum Planning	7
Special Educational Needs	7
More Able Children	7
Staff and Resources	7
Equal Opportunities	7
Induction Procedures	8
Community Links	8
Safeguarding Statement	8

### **Our Philosophy**

At this fundamental age the development of the whole child is essential. So the physical, intellectual, emotional, social and cultural aspects of each child's life are considered and respected. These are identified as the Prime Areas of Learning, underpinned by the Characteristics of Effective Learning.

## Oakhurst Community Primary School Early Years Foundation Stage Policy

The Early Foundation Stage Team at Oakhurst Community Primary School offers a breadth of curriculum choices to all children whereby they can make choices and become independent learners.

### Aims

- To provide a secure environment where all children have the right to feel safe and happy.
- To provide a stimulating and engaging environment where learning is enjoyable and purposeful.
- To provide a well-balanced curriculum for each child to develop socially, physically and intellectually.
- To observe the children's interests to implement our future planning.
- To encourage all children to become independent learners.
- To promote a child's 'well-being'; ensuring they always feel at ease, are spontaneous and free of emotional tensions.
- To deepen a child's 'level of involvement'; providing opportunities for a child to be intensely engaged in activities.
- To provide equal opportunities for all children to develop to their full potential and to encourage children to be respectful and appreciative of others.
- To encourage the children to develop positive relationships with their peers and adults.
- To celebrate each child's development and endorse a concept of continuity and progression in each child's learning by starting from what the child already knows.
- To establish and maintain a partnership with parents to support the education of their children.
- To embed our Oakhurst values of unity, courage and ambition in all the children.
- To ensure smooth transitions from home to Nursery, Nursery to Reception and from the Early Years Foundation Stage into Key Stage 1.

### The Early Years Foundation Stage Team

The Early Years Foundation Stage Team at Oakhurst operates in an open-plan environment catering for children aged from three to five years.

**Nursery (Foundation Stage 1):** Children can start the term after their third birthday dependent on admissions, and can continue in the Nursery class until they reach the end of the academic year.

**Reception (Foundation Stage 2):** Children start in Reception in the September after their 4<sup>th</sup> Birthday. This is dependent on them gaining a school place at Oakhurst Primary School.

Being an open-plan team means that FS1 and FS2 children are integrated during child initiated learning.

The benefits of working as an open-plan team are that each individual child's needs are catered for. Each child is considered a unique individual; therefore teaching and learning is planned according to their stage of development. Each child in the Early Years Foundation Stage has an individual electronic 'Learning Journey' via Tapestry which documents their progression and successes over the year. The benefit from this being electronic means that parents have instant access to their child's learning. We also have physical paper based 'Learning Journey's' where produced work is collected. The children have the opportunity to share these with their parents across the academic year.

**The Early Years Foundation Stage:** We follow the Early Years Foundation Stage Curriculum (EYFS). This document encompasses 'The Characteristics of Effective Learning' and 'The Early Years Outcomes'. As a result of including these areas it has produced a concise document which shows developments from birth to 60+ months. As a school this year we are being early adopters for the new reformed EYFS statutory framework and therefore will be assessing children against the new revised Early Learning Goals.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters (ECM) outcomes.

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The EYFS is grouped into four themes to compliment the ECM outcomes and these are:

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

The Learning and Development theme of the EYFS is made up of seven areas. All areas are inter connected and are of equal importance. The areas of Learning and Development are:

Prime Areas	1. Personal, Social and Emotional Development
	2. Communication and Language
	3. Physical Development
Specific Areas	4. Mathematics
	5. Literacy
	6. Understanding the World
	7. Expressive Arts and Design

At Oakhurst, we believe every child is unique and learns at their own pace and in their own way. The Characteristics of Effective Learning are:

- Playing and Exploring

- Active Learning
- Creative and Thinking Critically.

### **EYFS Areas Of Learning**

The Early Years Foundation Stage is a curriculum from birth to five years old. We follow the strands set by this curriculum and concentrate on providing learning opportunities in each of the seven areas of learning. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. The 'Prime Areas' of learning provide fundamental skills to support a child when learning the 'Specific Areas'. The 'Prime Areas' are introduced and focused on in the Nursery year with the gradual implementation of the 'Specific Areas'.

We observe and respond to the children during child initiated play, drawing upon their current interests and fascinations to impact our future planning. We set realistic yet challenging expectations that meet the needs of all our children; boys, girls, children with special educational needs, children who are more able, children with disabilities, children from varying social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We develop childrens 'Cultural Capital' first by understanding their needs and their background, this is done through home visits, meeting with parents and observations. We then expand their experiences through the provision we provide; developing their sense of awe and wonder. All areas of the curriculum are delivered through a balance of adult led, adult initiated and child initiated activities. Through play and practical experiences children learn about the world and their place within it. Children learn through first hand experiences, communication, literature and explorative resources.

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

The school fosters and develops relationships between home, school and places of worship in order to make the links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and communicate with others. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

### **Physical Development**

Children are given opportunities to move in a variety of ways, use equipment, develop and practise their fine and gross motor skills. They will develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources. We take the time to observe children closely, to physically assess their abilities, and plan opportunities and activities to fill any gaps. We also ask specific questions during home visit and the induction process, to highlight any extra needs the children might have.

### **Communication and Language**

This covers all aspects of language development and provides a foundation for the core literacy skills. Developing a child's competence in speaking and listening is of great importance. Children need to be able to express themselves effectively, sharing their own experiences and having an awareness of the listener's needs. They will be able to follow instructions and understand 'how' and 'why' questions in relation to stories or

recent events. We aim to extend and enrich a child's vocabulary through the implementation of story time, rhymes, role-play and group discussions. We aim to develop an environment with many 'communication friendly spaces' that encourage speaking and listening opportunities for the children.

### **Literacy**

Children are encouraged to develop their fine and gross motor skills by independently accessing the mark-making and 'Funky Fingers' resources both indoors and outdoors. Our aim is for them to develop from 'Magic Markers' to 'Whizzy Writers'. They will take part in teacher-led activities to develop their reading and writing skills. These will include whole class shared reading sessions incorporating a range of strategies, daily phonics sessions, and teacher supported writing tasks. Children have the opportunity to develop their reading and writing skills in accordance with their age, ability and competence.

### **Mathematics**

We aim for children to achieve mathematical understanding, develop skills to help them solve practical problems and use age appropriate mathematical language. Children begin to learn numbers through singing nursery rhymes and by taking part in number activities. This is then enhanced to children having the ability to use and apply number in a variety of contexts through mastery learning. Number is explored in a variety of ways with an increased focus on opportunities for children to reason and explain their thinking. Each number is looked at in greater depth and in different contexts. Within these sessions, addition, subtraction, early division and multiplication is introduced and revisited with children learning to be able to represent number in a variety of ways. Children are given opportunities to learn about number, addition, subtraction, shape, space, position, pattern and measures through discrete sessions and within the enhanced and continuous provision. Towards the end of the Early Years Foundation Stage children start learning to tell the time and are provided with opportunities to learn about money and how to solve simple calculations.

### **Understanding the World**

All children are given the opportunities to explore, solve problems, investigate, and make decisions. They will learn about their surrounding environment, living things, the world around them and the people who are important in their lives, as well as understanding some differences in regards to people and environments. Children are also given opportunities to develop computing skills and to work with and use modern technology.

### **Expressive Arts and Design**

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. We teach children to name colours, discover what happens when those colours are mixed, and sort and match them through various activities. During their time at Oakhurst, children are given the opportunity to participate in school productions and other performances.

### **Outside**

We have an outside learning space which children have access to each day. The outside area is an extension of our continuous provision and there is a variety of resources to facilitate learning. EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices and extend their own

learning. Our outdoor environment is risk assessed and regularly reviewed to ensure the safety of our children. Particular items of equipment are identified on our outdoor risk assessment and copies can be asked for upon request.

### **Styles Of Teaching & Learning**

The Early Years Foundation Stage staff endeavour to make each child's time fun as well as educational. The curriculum is structured to provide opportunities for child initiated activities as well as adult initiated and adult led. Adult led activities can be 1:1, in small groups of children or whole class.

### **Teaching Strategies**

The Early Years Foundation Stage staff work as facilitators, demonstrators, scribes, questioners and assessors with the children, in all aspects of their school day. Staff will intervene to stimulate, develop and stretch individuals and small groups of children. We recognise the importance of children having the opportunity to 'master' a key skill to ensure they receive solid foundations for future learning.

Each day children are provided with opportunities to have free flow access to both indoor and outdoor learning environments to develop their own ideas and lead their own learning. During this time they initiate their own activities and self-select resources to support them. We encourage our staff to be continuously reflective and to always question, 'what do I want a child to learn, and what is the best way for them to learn it?' At Oakhurst, we promote our EYFS staff to fathom; it is vital to watch, wait and wonder. It is crucial to identify the correct moment to intervene in a child's learning, in order to extend and broaden their learning experiences.

Our daily routine provides opportunities for adult led teaching to be in short focused sessions. The routine also offers opportunities for small group tasks and lengthy durations of time for child initiated play. The staff work towards using the whole environment indoors and outdoors to cover the curriculum, so children can experiment, investigate, interact, socialise and develop individually.

### **Assessment, Recording And Reporting**

We take huge pride in personally getting to know each individual child and their family. In the EYFS members of staff usually undertake home visits, but due to COVID-19 guidance this year we will be arranging 1:1 meetings with the parents to gain as much information about the child as possible. 'Stay and Play' sessions are encouraged across the Early Years Foundation Stage Team, where possible, to ensure children are settled as they begin their Nursery or Reception year at school. To enable a smooth transition from our Nursery into Reception, a detailed and thorough handover meeting is taken place with all EYFS staff members.

### **Assessment**

All children are assessed by ongoing observations and through professional discussion with members of the team, on a regular basis. These ongoing assessments are used to inform future planning and help identify children who may have learning or behaviour difficulties, or who may be more able.

## Oakhurst Community Primary School Early Years Foundation Stage Policy

The Early Years Foundation Stage staff collate a bank of on-going observations and assessments for each child. These contribute to the child's online 'Learning Journey' through Tapestry, which chronologically records all of their achievements. Each learning journey will contain photographs and written observations of the child. Pieces of work produced by the child will be collated in their physical learning journey. In both the Nursery and Reception years, we carry out assessments and use 'next steps' to support moving children on at their own unique pace.

The Early Years Foundation Stage staff share children's achievements with their parents or carers informally at the beginning or end of their school day, where possible. Formal feedback is given at consultation meetings with parents and each child is provided with an end of the year report. Parents are also regularly invited in to school to view their child's learning journey and make contributions using a 'WOW' template.

### **Curriculum Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Short term weekly planning includes child initiated, adult initiated and adult led tasks. Staff in the EYFS response plan based on the needs and interests of the children. Daily phonic plans are also provided for children in Reception and Nursery.

### **Special Educational Needs**

Children with Special Educational Needs may be identified when they first enter the Foundation Stage or at any time after. They will be integrated and included with the other children in the class where appropriate, and will be given extra support where necessary. Each child identified as having Special Educational Needs will be assessed and have a My Plan, outlining their individual targets which will be shared across the team. In the case of a child being identified with having Special Educational Needs the EYFS staff and SENCO will support the child and parents in getting extra help from outside agencies, as appropriate. Differentiation is made explicit in planning to cater for the needs of all children.

### **More Able Children**

Children who are identified as being more able are extended and challenged through questioning, provision and adult-led activities. Differentiation is made explicit in planning to cater for the needs of these children.

### **Staff And Resources**

## Oakhurst Community Primary School Early Years Foundation Stage Policy

The Early Years Foundation Stage team runs as an open-plan environment and has three qualified teachers, one nursery nurse and three teaching assistants. This provides each child with an opportunity to form a close bond with the adults in the team, something of great importance when they are first settling in. However, all members of staff will work with all of the children. The team currently consists of three classroom areas and an outside area. The classes are all open-plan however each class has their own 'class base'; this provides the children with a sense of belonging. All the resources are shared across the classes and are extremely accessible to all children, promoting independence; children are able to independently access the activities and equipment.

### **Equal Opportunities**

All children have equal opportunities regardless of gender, race, religion or ability. They have equal access to the curriculum and equipment. EYFS staff strives to enable all children to develop to their full potential and be fostered as individuals. Often staff will seek the help and support of outside agencies and other resources to enable this to happen.

### **Induction Procedures**

Our Early Years Foundation Stage values the importance of a smooth transition into our team. For this reason all children and families are usually offered a school visit and several taster sessions where the parents can 'stay and play' with their children. Due to COVID-19 some adaptations have had to be made to our induction process. The children join the Early Years Foundation Stage with a staggered entry enabling the staff to welcome each child and family in small groups. The new Reception children also start their new journey with a staggered entry, where they will attend in small groups of 10, gradually building up to attending all day. Usually by the third week in September, all the children in the Early Years team will be attending school full time. It is equally important that parents are comfortable with their child starting school as it is for the child to have a settled start. For this reason parents are invited to a meeting where they have the opportunity to look around the team, meet the members of staff and ask any questions. This provides an opportunity to establish the vital partnership between parents and school.

### **Community Links**

Our staff endeavour to maintain and build up links within the local community by having meetings with, and visits from, Health Visitors, Play Workers, Speech Therapists, Educational Psychologists, and such like for the benefit of the children. Visits from the emergency services and other people in our community will be arranged as appropriate to the curriculum.

### **Safeguarding Statement**

Our first priority is your child's welfare and therefore there may be a rare occasion when our concern about your child may mean we have to consult other agencies even before we contact you. The procedures which we

## Oakhurst Community Primary School Early Years Foundation Stage Policy

follow have been laid down by the Local Safeguarding Board and the school has adopted a Safeguarding Policy in line with this for the safety of all.