



BISHOP LOVEDAY CE PRIMARY SCHOOL
Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (Statutory Framework for the EYFS)

At Bishop Loveday School we work within an inclusive, Christian environment promoting our Christian values of Unity, Respect, Future, Love, Friendship and Courage. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

At Bishop Loveday the ethos of being a church school underlies our belief in this statement. A child’s experience in the Foundation Stage has a major impact on their future life chances. A secure, safe and happy childhood is important in its’ own right, and provides the foundation for children to make the most of their abilities and talents as they grow up.

The EYFS is based upon four principles:

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

At Bishop Loveday School our aims are

- to provide high quality care and effective education within a carefully structured and well organised environment.
- to create a happy, enabling environment which will ensure all children feel included, secure and valued.
- to provide a Foundation Stage Curriculum leading to attaining the Early Learning Goals.
- to ensure that practitioners teach through challenging, playful opportunities across the prime and specific areas of learning and development, within both indoor and outdoor environments.
- to lay a secure foundation for future learning activities that are planned around the individual needs and interests of the child (the unique child) (and informed by the use of ongoing observational assessment.)
- to establish good home school links by working in partnership with parents to create an atmosphere of mutual respect within which children have security and confidence.

- to recognise the different starting points from which children develop their learning on entry to Bishop Loveday School (by Nursery/Playgroup visits) and to make effective provision within the curriculum to build upon what the children already know and can do (creating a framework of partnership between the setting the child had attended and Bishop Loveday School).
- to provide equality of opportunity and anti-discriminatory practice – ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

Our objectives are for the children:

- to develop a positive sense of themselves and of others
- to learn respect for others, social skills and a positive disposition to learn
- to integrate into the whole school environment (by becoming familiar with the school outside of the Early Years Environment)
- to develop the learning skills of each child towards meeting the expected levels of the 17 Early Learning Goals expected for the end of the Foundation Stage and if appropriate go beyond these into developing skills within areas of the National Curriculum.

Admissions

At Bishop Loveday we follow guide lines of the Oxfordshire Admissions Policy and have our own current admission Policy.

The Curriculum.

In the Early Years Foundation Stage (EYFS) classes at Bishop Loveday School we aim to provide a broad, balanced, differentiated curriculum through the 7 curriculum areas.

The prime areas are;

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling 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** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being

Our curriculum is all the planned activities that we, as a school, organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the Early Years Statutory Framework, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

We want our curriculum to enable all pupils, regardless of their prior experiences/opportunities, to gain and retain knowledge while rehearsing and embedding skills. Class teachers plan and monitor the skills and knowledge taught so all children can make progress. Our “disadvantaged” pupils also receive additional support/booster in key areas of the curriculum.

Each year group has used the ideas from “Cornerstones”, alongside their own professional expertise, quality texts and engaging activities to design units of work for each term. The topics taught during each term are detailed on our curriculum map. Our curriculum has been designed with the viewpoint that knowledge and skills work hand-in-hand i.e. skill is a performance built on what a person knows. Knowledge and the capacity it provides to apply skills and deepen understanding are central to our curriculum design

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Early Years staff plan activities within the learning environments with these in mind. 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 and develop their own ideas, make links between ideas, and develop strategies for doing things.

Throughout the EYFS we plan activities by observing how children learn, considering what an adult can do and provide to create effective learning for each child.

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.

Early Reading

Phonics will be emphasised in the early teaching of reading to beginners when they start school. This will follow the RWI scheme of work, which teaches synthetic phonics, sight vocabulary, decoding words as well as spelling and accurate letter formation.

Children will begin the school year, by bringing home picture books to share at home. Sharing a picture book, will allow children to begin to make up stories from what they can see in pictures and allow them to listen to stories made up by other members of their families. Once the children have learnt their phonic sounds, they will be given reading books that will develop their decoding and reading of high frequency words. After each phonic assessment, the children will be given a selection of books to choose from daily that match their phonic knowledge. Through the year, the children will have access to story books that they can take home for someone at home to read to them.

Our Learning Environment

The environment is organised in a way to allow a balance of:

- **Child Initiated Activities** – children make choices from within the learning environment to meet his / her outcome for learning.
- **Adult Initiated Activities** – practitioners provide the resources to stimulate and consolidate learning.

- Adult Directed Activities – Children engage in planned activities to meet specific learning outcomes.

The Foundation Stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The children enjoy two enclosed outdoor areas. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning

Adult Focused activities

Each week, the Early Years Staff will plan activities that focus on specific learning and areas of the curriculum.

Each day the children will take part in Phonics and Maths focus activities. For Phonics, the RWI programme is followed, grouping children according to assessments. Maths is taught in both mixed ability groups or by ability groups.

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 seven areas of learning, working towards achieving the Early Learning Goals.

In Bishop Loveday the learning environment is organised to provide the maximum amount of space for play. Areas and resources are organised to provide opportunities for the children to play and explore in a variety of different areas i.e.: role play, small world, construction, malleable, creative, physical, painting, sand, water, mark making. The resources are organised so that the children are able to access independently the things they need.

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 engage in co-operate play 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.

The pattern of the daily learning environment allows time for sustained play both inside and outside the classroom areas. Equipment is arranged so that children can return to a particular play on successive days.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment through observing children's play.

- Observing children’s choices in play and encouraging breadth of choice.
- 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.
- Introduce children to new areas of play in small groups or as individuals in order to encourage a wide breath of choice.

Partnership with Parents.

Before entry into school a child’s pre-school provider will have been contacted and passed on records and information to Bishop Loveday Foundation Stage staff. Planned visits to all of the pre-school providers prior to the end of the academic year the children enter school are organised by the Foundation Stage staff.

All parents are invited to tour the school before their child starts.

Parents are given an “All About Me” booklet – which we ask them to complete as fully as possible to enable F.S. staff have an insight into their child’s interests, achievements, worries and any concerns that parents have. This enables staff to help every child to have a smooth transition into school life as quickly as possible.

Parents also have the opportunity to share information prior to their child attending Bishop Loveday through informative parents evenings given by the Head Teacher and Foundation Stage Coordinator the term before children enter school.

Parents and children are also invited to attend ‘Come and Play sessions’ the term before children start school.

Parents are invited to attend a welcome talk in the first week of school.

Parents are continually informed of the curriculum teaching by termly curriculum letters, Knowledge organisers and weekly newsletters.

Parents are invited to attend curriculum talks on the teaching of Read, Write, Inc (RWI) and numeracy.

Two formal parents evenings are provided each year and parents are also asked to Complete ‘WOW Vouchers’ to celebrate achievements at home and out of school.

The key worker system provides parents with a daily point of contact.

Parents’ notice board gives information about events and learning in the Foundation Stage.

Home Learning Wall, provides activities and games to complete at homes as well as information on phonics and maths.

Parents are always welcome to help in the classroom after appropriate D.B.S. checks have been carried out.

Progression from Foundation Stage to year 1

The transition from the foundation stage to year 1 is carefully planned by consultation between both foundation stage and year 1 staff.

Through the year, the Early Years children join KS1 in singing practise and phase assembly. On a Friday they join the whole school for assembly.

During the Summer term Children are gradually introduced into the wider school family by joining in with morning and afternoon breaks and joining KS1 at Church.

Year 1 teachers visit and teach in the Foundation Stage classroom during term 6 and the Foundation Stage children visit their next year 1 classroom. Year 1 teachers meet with foundation stage teachers to discuss each child and pass on records.

Assessment and record keeping.

In September the Early Years' staff begin an individual Early Years Foundation Stage Profile on each child. This enables staff to have a broader understanding of each child and to plan for their future needs and learning. These Individual EYFS Profiles continue to be upgraded throughout the year. During Parents evenings, teachers discuss the progress of each child with their parents. At the beginning of the year, the data on entry of each child is also recorded on a cohort tracker for the 17 areas of development (baseline). This data is upgraded from the continual assessments taking place in the Foundation Stage three times a year: December, March and June. These records show the progress and achievements of each child and helps teachers plan for future learning of children within the year's cohort. At the end of the Foundation Stage, teachers will make judgements against the 17 goals. For each goal, the teacher will determine whether the children are meeting expected levels, are exceeding them, or are below the expected level (emerging). This will pinpoint the progress in detail of each child, ensuring that their strengths are acknowledged and celebrated while their needs and next steps in their learning will be clearly identified as they change class in September and enter Year 1. This is a statutory national assessment.

Assessment is carried out through a mixture of informal observation, interaction assessment with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made by using 2simple software. Early Years staff will also observe children against the Characteristics of Effective Learning.

Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept from Adult Focused activities and from Child Initiated play

Formative records are accumulated by

- Incidental Observations and assessments based upon knowledge of the child's profile.
- Activity record sheets that comment on individual children
- Formally phonic knowledge assessments each term using the RWI assessments.
- Appropriate special needs records are kept.

Summative records.

- Termly assessments against the early learning goals in the foundation stage profile in writing
- Termly assessment of phonics and reading
- Termly assessment of number
- Special needs tracking forms
- All of these assessments are used to set new targets for children

- Cohort tracking for the 17 areas of development four times a year
- End of year summative assessment is completed against the 17 Early learning goals in each child's EYFS profile

Photographs

At the beginning of the year parents / carers are asked to give permission for their child to be photographed during their time at school. We use these images in the classroom on displays, in the children's individual Learning Journey books, and on the school website. (As long as permission has been given by parents.)

Planning.

All planning is cross curricular, recognising that children learn better this way. All planning is discussed at weekly staff meetings and takes into account the children's interests and identified next steps in learning. Play and an enabling environment is planned to provide challenge for all levels. Weekly plans show the provision for play and adult led and adult initiated activity to include the role of any parent helpers.

Sessions are structured to provide a balance between adult led and child led activities.

Daily plans show what the adults will be doing when and where. Planning ensures that over a week all children will experience the planned curriculum inside and outside.

Planning demonstrates that children learn as whole class group, key worker groups, differentiated groups, small mixed groups and individually.

Equal Opportunities

This is in line with the whole school policy.

At Bishop Loveday we aim

- 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.

Staff will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home if the parents indicate a specific need. Staff will use this information when planning and carrying out activities within the Foundation area. 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, looking at pictures and C.Ds from a range of cultures and religions.
- Roles play activities that reflect a variety of cultures.
- Discussions with and between children about the similarities and differences in their experiences and the reasons for those similarities and differences.
- Ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.
- Carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.

Special Educational Needs

The school has a SENCO who advises on provision for special needs.

The early identification of an educational need is encouraged, planned for and recoded in line with the whole school special educational policy.

The foundation stage classroom is designed to give access for children with physical needs.

Other Agencies

The Foundation Stage is supported and monitored by advisors from the Oxfordshire Early Year's team.

Subject advisors are also available to assist from within the school and externally.

Gemma Ferguson

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