

Early Years Foundation Stage Policy – The Pochin School

Introduction

- This document was developed during the Autumn Term 2014 through a process of consultation with the Foundation Stage team and the Headteacher. The Governing Body approved it on 17 March 2015.

Aims

The Early Years Foundation Stage curriculum should underpin all future learning by supporting, fostering and developing key skills such as listening, speaking, concentration, perseverance and working co-operatively with others as well as basic literacy and numeracy.

In order to achieve this, our aims are:

- To make every child's first experience of school happy, positive and fun.
- To encourage parents to become partners with the school in developing their child's learning.
- To provide a well resourced and stimulating learning environment in which each child feels secure to explore and develop the knowledge, skills and attitudes they will need to achieve the Early Learning Goals and move on to Key Stage 1 of the National Curriculum.
- To provide a broad, balanced and relevant curriculum which reflects children's individual needs and cultures, based on active learning through first hand experience and play.
- To provide a variety of planned, purposeful activities - both adult led and child initiated – with opportunities for teaching and learning both indoors and outside.
- To foster children's confidence, self-esteem and independence, and help them to develop a respect for the feelings, needs, culture and abilities of others.

Starting School

In accordance with the Local Education Authority's policy on admission to school, all children start at The Pochin School in the Autumn Term after their fourth birthday.

We aim to make the transition from pre-school as smooth as possible both for parents and children by arranging a series of induction events.

Members of the EYFS team will make visits to the homes of the new children to discuss with parents anything that they are concerned about and possibly see the child in their home setting.

In the term before their child starts school, parents are invited to a meeting in the Early Years Foundation Stage classroom to look around, meet the staff and find out about how the Early Years Foundation Stage class works. In this way we can begin to establish a partnership with parents, and will suggest ways that parents can help and support their child in school.

Parents can meet individually with the Early Years Foundation Stage teacher so that any issues relating to their child starting school can be shared in confidence.

Following this, the children are invited to a series of visits to the class when they can get to know the setting, the staff and their new class group.

Organisation

All children start and spend the first year in Class 1. The second year, which is known as Year 1, the children are split according to their age. The younger 10 children will continue in Class 1 and the older 10 children will be in Class 2 with the Year 2 children.

Planning

All our activities are planned to ensure opportunities for learning across the six key areas: Personal, Social and Emotional Development, Communication and Language Development, Literacy Development, Mathematical Development, Understanding of the World, Expressive Arts and Design and Physical Development.

Detailed weekly plans are produced for each curriculum area but may be modified in response to ongoing assessment and children's particular needs.

Progression is achieved by an increased range of experience, increasingly demanding tasks and an increase in the quality and confidence expected of the outcome.

Assessment

On entry to school, children will be formally assessed so that appropriate activities for the needs of individual children can be planned and delivered. The child's progress will be shared with parents at Parents' Evenings in the Autumn and Spring Terms and through a written report the end of the year.

Early Years Foundation Stage Team carry out systematic ongoing assessments of children's progress throughout the year using the Foundation Stage Profile which is used to inform planning.

Special Needs

We follow the school policy on registering concern about the progress of any individual child and aim to work with outside agencies where necessary.

Equal Opportunities

The Early Years Foundation Stage will be taught in accordance with the school's policy on Equal Opportunities. We will strive to ensure that the curriculum is open to all children regardless of ethnic origin, culture, belief, gender or ability.

Partnership with Parents

We acknowledge the importance of working in partnership with parents who are a child's first and most important teacher. Through initial meetings and ongoing dialogue with parents we aim to establish appropriate expectations of each child that are shared and supported by parents so that, together, we ensure that each child reaches their full potential. We also encourage parents to come into the classroom to observe and participate in their child's learning.

Outdoor Play Area

Aims

To provide a designated, well resourced outdoor space as an extension of the Foundation Stage classroom.

Objectives

- To provide a wider range of opportunities for adult-led and child-initiated activities that support the planned learning objectives for all six areas of the Foundation Stage curriculum.
- To promote gross and fine motor skills, co-operative play and creativity.
- To extend opportunities to implement the aims outlined in the Early Years Foundation Stage policy.

Monitoring and Assessment

The range and scope of outdoor play will be assessed through observations, interaction with the children and sometimes the collection of photographic evidence.

Safety

- In addition to the Premises Officers routine site checks, the Early Years Foundation Stage team will ensure that the area is clean and safe for the children to use, and that all equipment is in good repair.
- All additional play resources will be purchased new and conform to appropriate BS requirements. All unsafe equipment will be decommissioned with immediate effect.

Emergency Procedures

In the case of an incident the supervising practitioner will use their Panic Alarm and the normal procedures will come into effect.