



Roselands & Stafford
Federation

Policy for the Early Years Foundation Stage

Document control:

Ratification			
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1. Introduction

- 1.1 'Every child deserves the best possible start in life and the support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure 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 their child's school they want to know that the provision will keep their children safe and help them thrive. The Early Years foundation Stage (EYFS) is the framework that provides that assurance'
(Statutory Framework for the Early Years Foundation Stage)
- 1.2 The EYFS applies to children from birth until the end of the Reception year. At Roselands Infant School all children join us at the beginning of the school year in which they are five.
- 1.3 The EYFS is based upon the promotion of four guiding principles:
- A unique child
 - Positive relationships
 - Enabling environments
 - Learning and development
- 1.4 Working to these principles is central to the work of the Reception classes at Roselands Infant School and as such fully embedded in our work and reflected in this policy document.

2. Principles and Aims

- 2.1 All children at Roselands Infant School are given the opportunity to experience the very best possible start to their education
- 2.2 At Roselands Infant School we aim to
- Provide an enabling environment in which all children feel included, secure and valued
 - Provide well planned play opportunities where children can explore, investigate and learn both indoors and outdoors
 - Build on what children already know and can do and celebrate individual achievement
 - Recognise and respect individuality and value children's interests
 - Work closely with parents and develop parents as partners in their child's education
 - Help children develop respect and trust in their relationships with each other and with the adults in school
 - Promote self esteem as well as enable children to reach their full potential through high expectations

3. Partnership with Parents

- 3.1 Parents and carers joining Roselands Infant School are encouraged to be fully interested and involved in their children's education. We believe that parents and teachers need to work together in an atmosphere of mutual respect within which children can feel secure and confident.
- 3.2 Parents are kept fully informed about the curriculum and their children's learning through parent and teacher meetings. Parents are encouraged to share information about their children's development and to share their child's successes with us.

- 3.3 Parents receive a termly newsletter as well as a weekly federation one. It lets parents know what the children will be learning that term and suggests ways in which parents can be involved in their children's learning at home. A two-way process of communication is fostered.
- 3.4 We love having parents working with us in school and welcome parental support in the classroom and on school trips.
- 3.5 'Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up' (Statutory Framework for the Early Years Foundation Stage)

4. Learning and Development

4.1 The EYFS learning and development requirements comprise of seven areas of learning. However, young children learn in an integrated way and as such they do not necessarily separate learning, between one curriculum area and another.

4.2 The seven areas of learning are:

4.2.1 The Prime Areas :

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

4.2.2 And the Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

4.3 Personal, Social and Emotional Development (PSE)

At Roselands we believe that successful PSE is fundamental to all other aspects of children's lives and learning.

Children gain confidence and self-esteem through a range of experiences and in a variety of situations. Through play, circle time and everyday interactions, children become aware of each child's own needs and views and those of others. This encourages them to form good relationships. We aim to promote awareness and appreciation of their own culture and that of others.

Through working to our School and Class contracts, children gain a sense of right and wrong and an understanding of the importance of appropriate behaviour. We work hard to provide children with a safe environment in which to learn. We have high expectations of behaviour and attitude to life and learning in general.

4.4 Communication and Language & Literacy

At our school, the development of communication and use of language is at the heart of young children's learning. Children will have many opportunities to develop language eg; through role-play, conversations and class discussions. They also learn that there is a time for careful listening.

We aim to provide a print rich environment which shows language in signs, notices and obviously books. We foster an enthusiasm for books of many kinds. The children read daily and listen to

stories, make up their own and begin to realise that reading unlocks meaning from the printed word. Through play and focussed activities children will be able to understand the purpose of writing and begin to write for themselves. We develop an understanding of phonics through the 'Letters and Sounds' programme as well as 'Jolly Phonics', a sensory approach to phonic teaching.

4.5 Understanding of the World

Children are very curious about the world about them. Through practical experiences, seeking to find out and given opportunity to question, children begin to develop the skills and knowledge that help them to make sense of their world. As children find out about people and places they begin to know about their own cultures and beliefs and those of other people.

The children are introduced to information technology as a way through which they can gain further understanding. All children have opportunity to use computers and all Reception classes have an interactive whiteboard. In design technology children are encouraged to work with a range of materials, they develop in confidence as they design and make.

Through topic work, source materials and visits, children further develop interest and understanding of their world. They begin to find out about the past and the present, about features of the environment, the natural and made world. They are encouraged to ask questions and to predict the outcome of their early experiments. We use nature, the seasons, growth and change as a context for work in this area of learning.

4.6 Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

4.7 Mathematics

'Maths is everywhere and maths is fun'... this very much underlies our approach to the teaching of mathematics in the Foundation Stage.

Through number songs and rhymes and through maths games and stories, children develop mathematical understanding, through play and focussed activities children learn to use and understand mathematical language and identify and use numbers. Confidence in mathematics is developed through daily routines eg: register and calculating how many for school dinner. Through practical experiences such as counting, comparing, making patterns and exploring shape, space and measures children enjoy mathematical learning.

4.8 Physical Development

As with all other areas of learning, we recognise the importance of physical development. Through physical experiences such as PE, games and dance children develop awareness of space, co-ordination and control of movement. We encourage the children to develop awareness of what their bodies can do as well as recognising the importance of health and safety. The benefits of exercise and healthy living are key messages that the children learn. The development and refinement of finer motor control is also given strong emphasis. Children are able to work with clay and dough, handle tools and objects to support their physical development.

4.9 Expressive Arts and Design

We aim to provide a stimulating environment that encourages creativity. Children have opportunity to develop their imagination through role-play, music, dance, art and design.

Exploration and experience of working with colour, shape, texture and form (2Dimensional, 3Dimensional) is the main approach to art and design in the Foundation Stage. We focus on developing confidence and encouraging children to value the process of being creative as well as the end product. Children's creations contribute to displays. They are encouraged to respond to their own and other's work.

Music has a big place in the early years' curriculum with many opportunities to play instruments, sing, move to music as well as listen to sounds, rhythm and music of many different types.

5. Equal Opportunities

- 5.1 At Roselands we are committed to providing equality of opportunity for all children. We recognise and value diversity in all its forms. We really value the experiences that children bring to school. We ensure that the learning opportunities provided set realistic and challenging expectations that seek to meet the needs of all children. Children are encouraged to develop respect for themselves and each other.

6. Special Educational Needs and Disabilities

- 6.1 At Roselands, teachers in the Early Years Foundation Stage work hard to ensure that all children receive provision and support that is appropriate to their individual needs.
- 6.2 The EYFS team have a key role to play in working with parents to identify learning needs and respond quickly to any area of particular difficulty or strength. We ensure that all children make the best possible progress and achieve their full potential. Our S.E.N policy outlines how we support children's learning.
- 6.3 The S.E.N. policy at school is based on the Government's code of practice.

7. The Fundamental British Values

- 7.1 The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the Early Years Foundation Stage. We actively seek to promote these values through modelling behaviour, challenging stereotypes and ensuring that our children receive a rich and varied curriculum.
- 7.2 When appropriate we demonstrate democracy in action, and support the decisions that children make and ensure they are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- 7.3 We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- 7.4 We allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

8. Organisation

- 8.1 Each class in reception has a class teacher and main class teaching assistant as well as other teaching assistants who teach and support the development of our reception children.

- 8.2 We operate a free flow approach which includes indoor and outdoor spaces. In this way children can access a range to self-directed challenges alongside structured adult led learning experiences.
- 8.3 Learning spaces are clearly defined and resources are easily accessible so that children can develop as independent learners.

9. Learning and Teaching

- 9.1 At Roselands we believe that learning for young children should be a natural, rewarding and enjoyable experience. Children are able to have time to explore ideas and interests through play and active involvement with the reception environment. We know that children learn in different ways and at different rates, and within this children are challenged and encouraged to achieve their best. Teachers have a thorough knowledge and understanding of the EYFS curriculum and its principles for effective early education.

10. Planning and Assessment

- 10.1 We plan a broad, balanced, differentiated and progressive curriculum. Our plans ensure a balance of experience across the areas of learning. We base our planning on the Department for Education document, 'Development Matters'. We plan for learning both indoors and out, this ensures a balance of adult led teaching activities with clear objectives alongside children's own 'child initiated' learning as they play.
- 10.2 Assessment of children's learning is made through a number of ways. One key way is through skilful and well planned observations of learning. Our observations of what children know and can do are made frequently and used in two key ways:
- to help us plan the next steps of learning for each child
 - to feed the EYFS Profile
- 10.3 Our record keeping and assessment includes:
- Entry Assessment which includes information from parents and other agencies such as pre school providers
 - continuous child observations through an online journal Tapestry.
 - dated samples of children's work
 - evaluations for planned work within each curriculum area
 - reports to parents
 - setting individual child targets for development
- 10.4 The assessment of children's learning, which is then used to plan future learning, is vital as it ensures continuity of experience and individual progression.

11. The Value of Play

- 11.1 Well-planned play, both indoors and outdoors, is an important way in which young children learn. It is the process through which children explore, investigate, recreate and understand the world in which they live. It is a vital component of children's lives and is the medium through which skills can be developed and practised.
- 11.2 The role of the practitioner is crucial in developing high quality play in the learning environment. This includes planning and resourcing a challenging environment, supporting children's learning through planned and spontaneous play, and extending and developing children's language and

communication in their play. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in our practice

12. The Role of Governors

12.1 The Governors support and monitor developments and resource provision within the EYFS they are welcome visitors.

13. Admissions Arrangements and Special Information

13.1 At Roselands we have a comprehensive policy for transfer and transition which seeks to ensure that the transition from home or pre-school into school is both smooth, calm and effective.

13.2 Some features of this important transition are noted below.

- Visits to the school
- Admission meetings for Parents
- Starting school information and a "taster" session
- Parent Consultations
- Curriculum meetings and events

14. Special features of our School

14.1 We consider the following to be special features of our EYFS:

- Exciting reception classrooms with outdoor learning areas
- Close links with feeder pre schools and Stafford Junior School
- A vibrant stimulating curriculum
- A policy to ensure smooth and effective transition throughout our school
- A thriving PTFA Association
- Close working relationships with parents
- Outstanding progress and achievement
- An excellent reputation for the work we do.

14.2 We aim to capture and sustain young children's interests, to enable them to become motivated learners with a desire to continue learning. We will support and inspire children as they take their earliest educational steps, nurture their talents and ensure that they look forward to their future education with confidence and enthusiasm.

15. Safeguarding and Child Protection

15.1 Please read our school policy which provides all the relevant information regarding our Safeguarding and Child Protection procedures.

16. Monitoring and Review

16.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Senior Leadership Team.

16.2 The school will constantly monitor and update the Policy as appropriate and will undertake a formal review on a two-yearly basis seeking endorsement from the Governing Body.

17. List of Statutory Policies and Procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy