

The Abbey Primary

Early Years and Foundation Stage Policy

Aims

At The Abbey Primary School we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage April 2017, and the four guiding principles that shape the practice in Early Years settings.

These include:

- Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
- Positive Relationships – We recognise that children learn to be strong, secure and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

Curriculum

According to the 'Good Practice in Early Education' Research Report, January 2017, good practice in relation to curriculum planning includes approaches that are:

- tailored to individual needs
- capitalised on children's interests in order to achieve learning outcomes
- flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events
- informed by on-going assessment;
- grounded in the Early Years Foundation Stage (EYFS) framework.

The Characteristics of Effective Learning:

- Playing and Exploring-engagement
- Active Learning-motivation
- Creating and Thinking Critically-thinking.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas'.

Prime Areas:

Personal, Social and Emotional Development: Making relationships, Managing Feelings & Behaviour, Self-Confidence & Self-Awareness.

Communication and Language: Listening & Attention, Understanding, Speaking.

Physical Development: Moving & Handling, Health & Self-Care.

Specific Areas:

The following four areas include essential skills and knowledge for children to participate successfully in society:

Literacy: Reading and Writing.

Mathematics: Numbers, Shape Space and Measure.

Understanding the World: People & Communities, the World, and Technology.

Expressive Arts and Design: Exploring & Using Media and Materials, Being Imaginative.

Continuous Provision

At The Abbey, we aim to ensure:

- a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.
- an environment that facilitates independence, curiosity and hands on play-based learning.
- that continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- staff enhance Continuous Provision through careful intervention.
- carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- clearly labelled resources for children to access independently.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development. Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day. Children are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we will be carefully considering:

- Free flow arrangements so children are encouraged to follow their own interests
- Extending the learning in the classroom – so that all curriculum areas are covered
- Health and wellbeing (PD, PSED)
- Understanding nature and growing opportunities
- Opportunities for all

All children have opportunities to explore the outdoor learning environment through free-flow. They have the same opportunities to access the curriculum outdoors and indoors. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff.

Organisation of activities

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, planning focuses strongly on the 3 prime areas.

Staff also consider 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.

Child led: The classroom and outdoor area in EYFS is set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources to support them to be independent learners. This may be through using the displays in the classroom such as phonic sounds or selecting their own resources such as Numicon to support their number development. Children are encouraged to share their learning with an adult.

Adult led: These activities cover a range of the curriculum subjects throughout the day. Daily whole class inputs for phonics and mathematics ensure that all the children develop the key skills required for Early reading, writing and number. Focus activities take place both indoors and outdoors and cover a range of topics designed to excite and engage all our children.

Assessment

For every child starting Reception, Teachers will complete a baseline assessment in their first 4 -6 weeks of school. At the end of Reception we use the Early Learning Goals (ELGs) to judge whether a child is 'Emerging', 'Expected', or 'Exceeding' in all 17 areas of learning.

We create individual learning journals that capture the children's learning experiences through photographs and selected pieces of work. It allows learning that takes place at school to be shared with parents, and is used as a way of showing a broader picture of a child's development.

Aim

- To gather information that informs our understanding of a child's development and next steps
- To ensure that our children have equal access to a broad and balanced curriculum

- To develop children’s awareness of the learning process and to involve them in and be part of their own self-assessment
- To monitor the development and progress of every child
- To assist in the monitoring, evaluation and planning of the curriculum
- To share information with staff, parents/carers and other agencies
- To produce written information that will be forwarded to the child’s Year 1 teacher.

Transition

Reception – Year 1

We work very hard to prepare our children for Year 1 at the end of Reception, this begins in Summer Term 2.

Time will be allocated to prepare the children for the more formal approach in year 1, where there is less free flow and individual choice of activities.

The activities are still very practical and play based and will be adjusted to the needs and interests of the children.

At the end of EYFS

The national expectation is for children to achieve a ‘Good Level of Development’ (GLD). At the end of EYFS GLD is when a child achieves ‘expected; within all strands within the prime areas of learning as well as all strands within literacy and maths’. However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).

Safeguarding and Welfare Procedures

See safeguarding policy.