



**LONDON FIELDS**

PRIMARY SCHOOL

# Early Years and Foundation Stage Policy

Date Approved: Sept 2018

Review Date: July 2020

## Description

The Foundation Stage comprises of 1 Nursery class (20 full time pupils, 30 hour funded spaces, and 12 morning pupils who have the option to pay to bring this space up to a full time space) and 2 Reception classes (30 pupils in each class). There are three indoor spaces for reception and nursery, a literacy room, a numeracy room and a creative room with a kitchen. There are two outdoor spaces, the 'Garden' and the 'Big playground'. The classes are separate in their registration groups only, with us running as an early years unit the rest of the time. This means that the children from both nursery and reception mix together during their learning and choosing time. All children are taught by all staff and use all learning areas.

## Aim

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy and caring learning environment. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- 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 and parents and/or carers
- **Children develop and learn in different ways and at different rates**

## Principles into practice

The Foundation Stage staff work as part of a team. We plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Staff have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school which offers stability for the younger child. We run a successful stay and play and home visit process to ensure that the children and the parents have a positive experience when starting with us. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision and a wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning. We create a stimulating environment to encourage children to free-flow between inside and out.

We recognise that all children learn at different rates and in different ways. We ensure that our range of activities and our environment reflect the differing needs of all our children. Where and when needed we introduce intervention and extension groups which are run alongside our usual provision. These help to support the children's learning through targeted teaching of key skills that may need supporting or extending.

### **Foundation Stage Curriculum**

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning. All the seven areas of learning and development are important and interconnected. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

#### **Communication and Language**

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas.

## **Physical Development**

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

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

The school fosters and develops relationships between home, school and local community. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. 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.

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

### **Literacy**

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas and reading areas independently but they also take part in teacher-led activities. In Reception the children begin the Read Write Inc programme. This begins with teaching phonics and takes them through to reading and writing skills. In Nursery the children are encouraged to develop their pre-writing skills such as correct pencil control, left/right orientation and giving meaning to their marks. When the children are ready in Nursery we introduce the first set of phonic sounds from the Read Write Inc programme to prepare them for Reception. If you would like to find out more about Read Write Inc then please visit [www.ruthmiskintraining.com](http://www.ruthmiskintraining.com)

### **Mathematics**

We aim for children to achieve mathematical understanding and a firm foundation in number through clear modelling, practical activities and consistent use of concrete apparatus. Children are also given the opportunity to learn about shape, space, position, pattern and measurement. We use a range of resources and teaching strategies such as songs, role play and exploration of mathematical resources. We use a variety of manipulative to achieve this, counters, beads, ten frames and others, a key one being numicon. If you would like to find out more about Numicon then please visit [www.numicon.com](http://www.numicon.com). There is a strong focus on preparing children for Maths no problem which is the scheme they will use once they are in Yr1. If you would like to find out more about Maths no problem then please visit <https://mathsnoproblem.com/>

## **Understanding the World**

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. 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, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. In Reception children participate in school assemblies.

## **Outside**

We have two outside learning spaces, the 'Garden' and the 'Big playground' which children have access to throughout the day. The outside areas are an extension of the classroom and there are a variety of resources to facilitate learning. The EYFS staff plan activities for each of the areas. These are made up of adult led activities which have a particular learning focus and independent activities which offer the children opportunities to make their own choices across the early years curriculum.

## **Forest School**

After the first half term all of our full time EYFS children attend Forest school. This is held near St Peters in the Forest church at the Wood Street end of Epping Forest. Alongside the Forest School teachings of children independently exploring and respecting nature, increasing their ability to take risks and being allowed to follow their own interests, we see an increase in many of the early years curriculum areas. These include Communication and Language skills, Personal social and emotional development, in particular confidence, an increase in their knowledge and understanding of the natural world and a strong development of their physical control both fine and gross motor.

For more information on our Forest School please use this link.  
<https://www.londonfields.hackney.sch.uk/page/?title=Forest+School&pid=164>

## **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. These observations are made across all the areas of learning. We record them in a variety of ways such as assessment tracking of focus activities and photographic observations of children working independently at chosen activities. Children's achievements are collated in their personal online tracking journal, which is shared with

parents. Each child also has an evidence folder with reading, writing and number evidence in. Parents are invited to attend a parents evening each term where they are given feedback, targets and an end of year report for their child.

### **Behaviour**

In the foundation stage we have an overall set of positive behaviours that we teach to the children which are in line with the schools behaviour policy. These include behaviours such as respect, honesty and manners. Within this we teach children their right to feel safe in school and their responsibility to report incidents. Children who consistently follow the behaviour policy will be rewarded through verbal praise and informing parents and carers of their child's outstanding behaviour. For any child who consistently behaves poorly the procedure is reminder, warning, consequence. This would take the form of time out to re-think behaviour. In some instances a behaviour report will be written and may potentially lead to time out with a member of SLT and a meeting with parents or carers.

### **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

### **Parents as Partners and the wider context**

We strive to create and maintain positive partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. We hold regular meetings with parents, these consist of parent teacher meetings and information meetings about how we teach at school and how parents can help at home. We invite parents in each week to support in class with reading, cooking and forest school. Parents are needed as support on trips and are invited to offer any relevant activities they feel would benefit the early years.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

New Children (external intake) attend stay and play sessions to Nursery and Reception to develop familiarity with the setting and practitioners. They receive a transition booklet containing photos and information about the year group they are entering.

Children who are moving up a year within the school (internal intake) visit their new classroom and teacher during the summer term. The prospective teachers also visit the children in their current classroom. This helps to familiarise the children with the changes and makes their transition smooth. At the end of the summer term the teachers meet and discuss each child's development that year and plan together for an effective, responsive and appropriate curriculum that will meet the needs of all children.

## **Safeguarding**

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance.

## **Equalities and disabilities**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability.

## **Special educational needs**

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child.

## **Health and safety**

Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before we embark on school outings.

**Dietary needs**

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

**Medical needs**

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in the school office. EYFS staff are trained in paediatric first aid.