



INSPIRING FUTURES PARTNERSHIP TRUST

EARLY YEARS FOUNDTION STAGE POLICY

Policy Type	Statutory
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INSPIRING FUTURES PARTNERSHIP TRUST

AIMS:

At Inspiring Futures Partnership Trust (IFPT) we aim to:

- provide a **broad** and **balanced** curriculum across all of the 17 aspects of the EYFS.
- maximise opportunities to promote the characteristics of effective learning.
- provide equal opportunities in a **happy, safe** and **stimulating** learning environment.
- provide opportunities for children to make learning choices to enable them to become **confident** and **independent** learners.
- promote children's **imagination** and **thinking** through stimulating activities and resources.
- develop a **strong** partnership with parents based on a **shared** understanding of the learning needs of the children to **support** and **enhance** the development of the children.
- provide **quality** first-hand play-based learning experiences across all areas and aspects of the curriculum.
- provide a range of child-initiated, adult-initiated and adult-led activities.

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

Philosophy

The philosophy of IFPT is to provide a firm foundation upon which all aspects of education are built. We aim to provide a curriculum that is broad and balanced in content and wide-ranging in approach. We promote success and progression. We believe that we should create a learning environment that is exciting, motivating and caring in order to contribute to children's positive self-esteem and to instill a love of learning in our children.

Areas of Learning

The Early Years Foundation Stage is a curriculum from birth to five years old. At IFPT our children begin school in the September following their 4th birthday and are offered a full-time place. Entry is staggered over the first three weeks of term.

There are 7 strands of learning (3 Prime and 4 Specific) which are;

Prime Areas

1. Personal Social and Emotional Development
2. Physical Development
3. Communication and Language

Specific Areas

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

At IFPT we recognise that children learn and develop in different ways and have their own learning styles. The seven areas of learning and development shape educational provision in our Early Years setting. We value all areas of learning and development equally and understand that they are often inter-connected. The prime areas, alongside the characteristics of effective learning are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, to form relationships and to thrive.

Teaching and Learning

At IFPT we believe that features of effective teaching and learning in the EYFS are:

- a strong partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being, achievement and success;
- teachers that have a secure understanding of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through a range of observations and formative assessment;

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. Learning experiences are planned for both indoor and outdoor learning and are linked together through topic work which encompasses the 7 areas of learning:

Personal, Social and Emotional Development

The setting fosters and develops relationships between home, academy, children's centers, nurseries and other Early Years settings in order to encourage strong partnership links. Children are encouraged to learn to work, share, take-turns and co-operate with others. We help children to become confident in establishing and developing their relationships with others. Children are supported to understand themselves and to express their needs and feelings appropriately. They are encouraged to think and work independently and to concentrate and persevere in their learning, as well as develop their own ideas and abilities.

Physical Development

The setting provides opportunities for children to improve the skills of coordination, control, manipulation and movement. Good physical development helps children gain better control of their bodies and everyday tools and enables them to develop coordination as they move safely, confidently and imaginatively. Children are also helped to understand the impact and importance of being healthy and active.

Communication and Language

The setting promotes children's abilities to interact with others using their thoughts and ideas to build relationships with adults and each other. 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. They take part in class activities such as working with puppets, participating in music sessions and saying rhymes/singing songs together.

Literacy

The setting has 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 indoors and outdoors independently but they also take part in teacher-led activities and a letter formation session once weekly. These activities include whole class shared reading, daily differentiated phonics sessions and small group guided reading and writing. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff, as well as visiting the KS1 library.

Mathematics

The setting encourages children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and problem solving. The children develop confidence and competence in learning and using key early mathematical skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.

Understanding the World

The setting provides opportunities for children to solve problems, investigate, make decisions and experiment. They 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 a range of modern technology.

Expressive Arts and Design

The setting provides opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given many opportunities to make paintings, drawings, collages, models and to use basic musical instruments in our creative classroom. Children also learn new songs and rhymes and enjoy singing them with each other in the EYFS setting, as well as weekly singing assembly. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

Assessment and Record Keeping

Assessment is on-going and based on observations throughout children's day-to-day activities. Observations are made by all practitioners and are used to identify future learning priorities. Children are assessed using a range of methods which may include evidence from previous settings, dialogue with parents, individual and group observations, photographs, videos and examples of work. Assessments are shared regularly with parents through verbal feedback and learning journeys. Assessment is used to inform future learning needs as well as to enable early intervention. During the first three weeks of a child's start date observation led teacher assessments are used to inform a baseline assessment for each child. At the end of the Foundation year in school, the child's progress is recorded against the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classrooms are organised into two registration groups of 30 children. The classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The Foundation Stage has an enclosed outdoor area, and the children have access to the outdoor space throughout the day. We plan activities and resources for both inside and outside enabling the children to develop in all the areas of learning. We recognise that the daily routine will change over the Foundation Stage as children become more familiar with their surroundings. They will be introduced to assemblies, the dining hall and the playground depending on their needs.

Inclusion and Equal Opportunities

At IFPT we believe that everybody matters. We give our children every opportunity to achieve their best. We do this by taking into account our children's life experiences when planning their learning. In the EYFS we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning to meet needs irrespective of gender, ethnicity, social and cultural background or special educational need.

Safeguarding

The EYFS practitioners monitor the department, the equipment and furniture within it to ensure it is a safe, suitable and secure environment. Risk assessments are in place and are continually appraised with necessary adjustments made. Behaviour is managed in line with the school policy and children are supported in learning how to keep themselves safe, where appropriate children are encouraged to take part in their own assessment of risk. Class teachers are the key workers for the children in their class. Children may also have a key Worker Leader who will develop positive relationships within the group and share any information with the class teacher. Procedures are in place to ensure that children are collected by the correct adult. Parents are aware that they must inform the school; preferably in writing if someone different is collecting their child. All staff follow the school safeguarding policies and all concerns are recorded and referred to the school designated persons.

Parents in Partnership

At IFPT we recognise the essential role that parents have in the development of their child's learning. We aim to build a firm partnership that benefits and enhances the development and well-being of their child. Parents are involved from the very start and opportunities are given to meet the practitioners prior to their child's admission to the school.

We recognise that parents are the children's first educators and we value being partners with them in their child's education through:

- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Welcome meetings to introduce parents to the curriculum and the school.
- Home/school agreements, which are issued when a child starts school.
- Operating an open door policy for parents with any queries or the opportunity to arrange a meeting.
- Sharing regularly the children's 'Learning Journey' book.
- Parent consultation evenings, which take place in the autumn and spring terms.
- A detailed report sent to parents in the summer term.
- Each child's home school book in which we encourage parents to record and share a range of achievements and celebrations and through which we send home regular challenges and tasks.
- Half-termly newsletters to keep parents informed.

- Through weekly 'notes on the window' to keep parents up to date with areas of learning and ways they can help at home.
- Through offering regular parent sessions, so that parents are given the opportunity to learn practical ways to help their child at home and to ask questions about their child's learning.
- Offering regular 'Stay and Play' sessions.

Transition

Transition is carefully managed to ensure a positive entry into school and up to Year1 at the end of the Foundation stage. Practitioners make every effort to visit feeder settings to introduce themselves to the children. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

During the final term in Foundation, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults with whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1 in line with the child's development.

Related Policies

Child Protection
Safeguarding
Intimate Care
Managing Medicines
Inclusion
Risk Assessment/Health & Safety

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