

LVS ASCOT

LVS JUNIOR SCHOOL EARLY YEARS FOUNDATION STAGE POLICY

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe 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.”

Statutory Framework for the Early Years Foundation Stage
Department for Children, Schools and Families, 2007

Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of EYFS. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment.

The Foundation Stage at LVS Junior School applies to children from 4 years of age until the end of the Reception year. All children are eligible to join us in the September of the academic year in which they turn five. A small number of children join the school in the January before their fifth birthday.

Our practice is guided by the Early Years Foundation Stage Principles: A unique child; positive relationships; enabling environment; learning and development.

Aims

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At LVS Junior School the overarching aim of the EYFS is to help young children achieve these five “Every Child Matters” outcomes.

We aim to:

- Secure a broad and balanced curriculum that fosters the intellectual, emotional, physical, spiritual, moral, social and cultural development of children.
- Ensure that all children have access to the curriculum and make progress commensurate with their developing abilities, irrespective of their gender, ethnic, social or religious background or special educational needs.
- Enable children to learn and develop skills, attitudes and understanding that prepare them for continuing education.
- Enable children to make an effective transition from home to school.
- Value each child as an individual and teaching and learning is based on the understanding that children develop at different rates.
- We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience.
- We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.
- We aim to develop caring, respectful, professional relationships with the children and their families.

LVS ASCOT

Teaching and Learning

The Early Learning Goals and the areas of learning and development are set out in the “Statutory Framework for the Early Years Foundation Stage” document (Department for Children Schools and Families, 2007).

Our curriculum is planned to enable children to work towards achieving the Early Learning Goals by the end of the Foundation Stage.

The six areas of learning are:

- Personal, Social and Emotional Development (PSED)
- Communication, Language and Literacy (CLL)
- Problem Solving, Reasoning and Numeracy (PSRN)
- Knowledge and Understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

Effective learning takes place where pupils:

- Feel secure, valued and confident.
- Are interested in what they are doing and are making appropriate progress.
- Are given first hand experiences within which they can explore and experiment.
- Enjoy their learning, which is rewarding and satisfying.
- Can learn from each other and through spontaneous interaction with peers and adults.
- Can practise, consolidate and extend previous learning and experiences.
- Are involved in practical activity, enquiry and purposeful play.
- Are using the outside environment.

Effective teaching takes place where:

- Staff have a clear understanding of how children learn.
- Staff plan, co-operate and work as a team.
- Activities are purposeful and clearly planned.
- There is a balance of self-chosen, adult initiated and directed activities.
- Staff work directly with the children.
- Children’s play is supported and extended sensitively.
- There is a good use of space, materials and equipment.
- Staff are flexible and explore opportunities that occur spontaneously.
- Staff have high expectations based on each child’s ability.
- Children have full access to and use of the inside and outside environment

Planning

To provide a broad and balanced curriculum.

- To plan according to the six areas of learning.
- To have sound learning objectives taken from the Stepping Stones and Early Learning Goals.
- To have thorough planning as a guide while also being mindful to make the most of opportunities for learning as they arise.

LVS ASCOT

Observation, Assessment and Planning

- The planning within the EYFS follows the long, medium and short term plans as set out by the class teacher. These plans are used by the EYFS teacher as a guide for weekly planning.
- We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Passport' booklets.

Play

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

- Through play our children explore and develop learning experiences, which help them make sense of the world.
- They practise and build up ideas, and learn how to control themselves and understand the need for rules.
- They have the opportunity to think creatively alongside other children as well as on their own.
- They communicate with others as they investigate and solve problems.

They express fears or re-live anxious experiences in controlled and safe situations.

Teaching Children with ALN

We recognise the fact that there are children of different abilities in EYFS and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We try to achieve this by:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks that are differentiated to meet the children's different ability levels;
- providing resources of different complexity according to the ability of the child;
- using Teaching Assistants, where appropriate, to support the work of individual children or groups of children.

Teaching EAL children

In EYFS we provide specific input, matched to individual needs, for those pupils where English is not the first language.

Positive Relationships

Parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents play in educating their children. We do this through: Talking to parents about their child before their child starts in our school.

LVS ASCOT

Inviting all parents and children to an induction meeting during the term before their child starts school;

Offering parents regular opportunities to talk about their child's progress.

Encouraging parents to talk to the class teacher if there are any concerns.

Formal meetings for parents in the Autumn and the Spring Terms at which the teacher and the parent discuss the child's progress.

Sending a written report on their child's attainment and progress at the end of the Autumn and Summer Terms.

Staff

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We are developing good links with local nurseries and preschools. Visits are undertaken by the EYFS teacher and Head Teacher. The EYFS teacher meets with nursery staff where possible to discuss new intake children.

Staff and children from preschool are invited to some school events throughout the year.

Reception to Year 1 Transition

The Reception teacher and the Year 1 teacher work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in EYFS is the responsibility of the EYFS Teacher. The work of the EYFS teacher also involves being informed about current developments, and providing a strategic lead and direction for EYFS in the school as a whole..

Reviewed: 01.11.11

Reviewed by: H Donnelly / L Williams

Next Review due: 01.11.12