



Goostrey Community Primary School

Early Years Foundation Stage Policy

Adopted Autumn 2020

To be reviewed Autumn 2021

Under current risk assessments and changes to our usual practice and procedures, this policy should be read in conjunction with our COVID – 19 restrictions and risk assessments.

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Goostrey Primary School.

The Ethos of the Reception Class

The Reception class at Goostrey Primary School aims to provide a friendly caring atmosphere, where learning of all aspects can take place. Learning is both formal and play orientated. Through play the children are able to discover, practise and refine skills in language and mathematics. They also find out about themselves and their environment. The children are encouraged to become independent and are taught a wide range of skills to facilitate this journey. Social development takes place within this play-orientated atmosphere. They learn how to behave in a classroom situation by being taught to share and co-operate with other children and adults. They are taught to know what is acceptable and what is not. High standards of behaviour are expected of all pupils from the start of school. EYFS pupils are expected

to adopt school rules. Gradually as they mature and feel happy and secure, we aim to develop a good positive work habit within each child. We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We practise an open door policy

Aims of the Early Years Foundation Stage

In the Reception class at Goostrey Primary School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the staff looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their

- learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

The areas of learning

There are seven areas of learning and development that shape educational programmes in the Reception class. All areas of learning and development are important and inter-connected.

The three **Prime Areas** are **Communication and Language, Physical Development** and **Personal, Social and Emotional Development**.

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

The four **Specific Areas** are **Literacy, Mathematics, Understanding the world and Expressive arts and design**.

At Goostrey we consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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. We engage in on going judgement about the balance between activities led by children, and activities led or guided by the adults in the class. At Goostrey we strive to respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Prime Area: Personal, Social and Emotional Development											
Making Relationships				Self-confidence & Self-awareness				Managing Feelings and Behaviour			
1. Play co-operatively, taking turns with others	2. Take account of one another's ideas about how to organise their activity	3. Show sensitivity to others' needs and feelings	4. Form Positive relationships with adults and other children	1. Confident to try new activities, and say why they like some activities more than others	2. Confident to speak in a familiar group and talk about their ideas	3. Chooses the resources they need for their chosen activities	4. They say when they do and don't need help	1. Talks about how they and others show feelings	2. Talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable	3. Work as part of a group or class, and understand and follow the rules	4. They adjust their behaviour to different situations, and take changes in routine in their stride
Prime Area: Communication and Language											
Listening & Attention					Understanding			Speaking			
1. Listens attentively in a range of situations	2. Listens to stories, accurately anticipating key events	3. Responds to what they hear with relevant comments, questions or actions	4. Gives attention to what others say and respond appropriately, while engaged in another activity	5. Gives attention to what others say and respond appropriately, while engaged in another activity	1. Can follow instructions involving several ideas or actions	2. Answer 'how' and 'why' questions about their experiences	3. Answer 'how' and 'why' questions in response to stories and events	1. Expresses his/herself effectively, showing awareness of listeners' needs	2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	3. Develop own narratives and explanations by connecting ideas or events	
Prime Area: Physical Development											
Moving & Handling						Health & Self-care					
1. Show good control and co-ordination in large and small movements	2. Moves confidently in a range of ways, safely negotiating space	3. Handle equipment and tools effectively	4. Hold a pencil effectively for writing	1. Knows the importance for good health of physical exercise, and a healthy diet	2. Talks about how to keep healthy and safe	3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet					
Specific Area: Literacy											
Reading						Writing					
1. Use phonic knowledge to decode regular words and read them aloud accurately	2. Can read some irregular common words	3. Read and understand simple sentences	4. Demonstrate understanding when talking with others about what they have read	1. Uses their phonic knowledge to write words in ways which match their spoken sounds	2. Can write some irregular common words	3. When writing, some words are spelt correctly and others are phonetically plausible	4. Writes simple sentences which can be read by themselves and others				
Specific Area: Mathematics											
Numbers											
1. Count reliably with numbers from 1 - 20	2. Place numbers 1-20 in order	3. Say which number is one more or one less than a given number to 20	4. Use quantities and objects, they add 2 single-digit numbers and count on to find the answer	5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	6. Solve problems, including doubling and halving and sharing						
Shape, Space & Measure											
1. Uses everyday language to talk about size	2. Uses everyday language to talk about weight	3. Uses everyday language to talk about capacity	4. Uses everyday language to talk about position	5. Uses everyday language to talk about distance	6. Uses everyday language to talk about time	7. Uses everyday language to talk about money	8. Compares quantities and objects and use to solve problems	9. Recognises, creates and describes patterns	10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them		
Specific Area: Understanding the World											
People & Communities				The World				Technology			
1. Talks about past and present events in their own lives and in the lives of family members	2. Knows other children don't always enjoy the same things, and are sensitive to this	3. Knows about similarities and differences between themselves and others	4. Knows about similarities and differences among families, communities and traditions	1. Knows about similarities and differences in relation to places, objects, materials and living things	2. Talks about the features of their own immediate environment and how environments may vary from one another	3. Makes observations of plants and animals	4. Explain why some things occur, and talk about changes	1. Recognises that a range of technology is used in places such as homes and schools	2. Selects and uses technology for particular purposes		
Specific Area: Expressive Arts and Design											
Exploring & Using Media and Materials											
1. Sings songs and experiments with ways of changing them	2. Makes music and experiments with ways of changing it	3. Dances and experiment with ways of changing them	4. Safely use and explore a variety of materials, tools and techniques	5. Experiment with colour, design, texture, form and function							
Being Imaginative											
1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes	2. Represent their own ideas, thoughts and feelings through design and technology	3. Represent their own ideas, thoughts and feelings through art	4. Represent their own ideas, thoughts and feelings through music	5. Represent their own ideas, thoughts and feelings through dance	6. Represent their own ideas, thoughts and feelings through role play	7. Represent their own ideas, thoughts and feelings through stories					

Assessment and reporting

During the first 6 weeks at school the class teacher conducts a baseline assessment on each child using the Development Matters document as a guide. This year, 2020 - 2021, we are again trailing the national baseline. This is then compared to data received from the child's nursery/pre-school data and judgements are made for all 17 areas of the curriculum.

During the Reception year assessment is also carried out on an on-going basis using the Early Years Foundation Stage Profile (**EYFSP**). Observations of child- Initiated (self-chosen) activities are used to inform current attainment and next steps. Children's progress is tracked through Development Matters towards the Early Learning Goals (**ELG's**) in 17 areas of the curriculum. Each child has a Learning Journey book where photographs and notes are collected and we encourage parents to contribute to these. The children's attainment of the ELG's will be assessed using the descriptors- **Emerging, Expected and Exceeding**. The final report to the parents includes their child's attainment in all 17 areas and a description of each child's **Characteristics of Effective Learning** based on: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Planning

All Areas of Learning and Development are planned for and outlined in the class news item on the website each week. The learning opportunities provided include a range of adult focused and child initiated activities both indoors and outdoors. Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

Parents as Partners

At Goostrey Primary School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and

development. The setting has a friendly, open-doors ethos and the class teacher is available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss celebrations and concerns they might have. Parents are kept informed of what is happening in the setting through the class website, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Parents are encouraged to contribute to their child's learning journey books and in this way they are involved with their child's assessment.

Whole school newsletters are also sent home on a weekly basis. Parents are invited to attend an introduction evening, a class social event and an introduction to Phonics early on in the autumn term, and three parents' evenings during the course of the academic year. Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Journeys, end of year reports and assemblies where children's achievements are recognised. Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills to support children's learning.

Admissions and Induction

Goostrey Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old. Before they start school in September, all children are offered a visit during the summer term. The purpose of this initial visit is for the children to meet their new teacher and teaching assistant and start to become familiar with the environment. The class teacher will also go to visit the children in their current pre-school settings. The aim of these visits is to support the teacher in developing knowledge and understanding of each child in order to make the transition period to Goostrey Primary School as smooth as possible. In the Summer term parents are invited into school to a New Starters' Meeting. All school staff attend this meeting and information regarding the induction process and what goes on in the class is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting detailing school routines and expectations. All children are provided with a photo booklet of the setting and staff before they start.

See Admissions Policy for more information.

Equal Opportunities

All staff at Goostrey Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the Reception class at Goostrey Primary School.

See Single Equality Scheme for more information.

Conclusion

We believe we offer a high standard of care and provision to all our EYFS pupils. There are strong links between EYFS classes within the local cluster schools. Through consistent appraisal of practice and analysis of outcome the EYFS programme of study continues to strengthen.