

# MILTON CE PRIMARY SCHOOL

## EARLY YEARS FOUNDATION STAGE POLICY

At Milton CE School we are committed to providing a high quality early years' education which gives children a secure and confident start to their school life and nurtures a life long love of learning.

### Aims and Purpose

We are fully committed to the purpose and aims of the Early Years Foundation Stage framework outlined in the revised documentation (2007) that clearly states –

**' 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.'**

When parents choose Milton CE School we want them to be confident that we will keep their children safe and help them to thrive.

The overarching aim of the Early Years Foundation Stage (EYFS) is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being by:

- **setting the standards** – at Milton we aim to deliver individualised learning, development and care that enhances the development of the children. Children will be supported to make progress at their own pace.
- **providing for equality of opportunity** – at Milton we endeavour to ensure positive attitudes to diversity and difference so that every child is included and not disadvantaged. We want our children to learn from the earliest age to value diversity in others and grow up able to make a positive contribution.
- **creating the framework for partnership**- at Milton we are committed to working with parents and other agencies to ensure the best possible outcomes for our children.
- **improving quality and consistency**- at Milton we are committed to ensuring that we adhere to the universal set of standards, which apply to all early years settings.
- **laying a secure foundation for future learning**- at Milton we recognize that children's earliest experiences help to build the foundations for life long learning. Staff will be sensitive to the development of individuals to ensure that the activities and experiences offered match their stages of development.

### **Parents/Carers as Partners.**

Parents/carers are the children's first educators; we are committed to working in close partnership with them in order to enable each child to achieve his/her potential. We seek to maintain an effective partnership between home and school by:

- Demonstrating that we value and respect the role of the parents/carers as the first educators by listening to accounts of their child's development and any concerns and aspirations they have.
- Ensuring that parents/carers are provided with information prior to admissions enabling them to feel confident about the transition process.
- Ensuring arrangements for settling in are flexible enough to give time for children to become secure and for practitioners and parents to discuss children's circumstances, interests, skills and needs.
- Demonstrating that we value linguistic diversity and provide opportunities for children to develop and use their home language in play and learning.
- Welcoming parents/carers into the classroom to support and enrich the learning opportunities provided.
- Ensuring parents/carers are informed about the curriculum and school life through regular newsletters, curriculum outlines, termly opportunities for more formal discussions as well as informal opportunities
- Sharing information regarding a child's progress and achievements and how parents/carers can support the next stage of learning.

### **The Early Years Curriculum**

The early learning goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. They are organised into six areas of learning:

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

The children will be provided with experiences and support, which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. As Milton is a 'health promoting school' providing opportunities to support children's emotional well-being helping them to know themselves and what they can do is a high priority, particularly in the first term at school.

#### **Communication, Language and Literacy**

This area of learning includes communication, speaking and listening in different situations and for different purposes, engaging with a wide range of books, reading simple texts and writing for a variety of purposes. The development and use of communication and language is at the heart of young children's learning and

opportunities will be provided for children to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so. We will endeavour to promote a love of reading through providing an environment rich in print and possibilities for communication.

### **Problem Solving, Reasoning and Numeracy**

The children will be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Experiencing concepts in a practical context and linking experiences to everyday life is crucial in the early stages of development. The children will be provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

### **Knowledge and Understanding of the World**

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, design and technology, history, geography and information and communication technology. Their learning will be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

### **Physical Development**

This area of learning is about improving skills of coordination, control, manipulation and movement. Physical development also importantly helps children gain confidence in what they can do and enables them to feel the positive effects of being healthy and active. Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive. They use all their senses to learn about the world around them and make connections between new information and what they already know.

### **Creative Development**

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. They will be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

None of these areas of learning and development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to early years development. All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The statutory early learning goals outline the expectations for most children to reach by the end of the EYFS. By the end of the EYFS, some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language

For detailed expectations for the end of the EYFS see appendix 1.

### **Learning through Play**

Well-planned play, both indoors and outdoors, provides key opportunities for young children to learn with enjoyment and challenge. We recognise the importance of the adult support and secure environment in the role of effective play.

Effective play opportunities involve:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activity
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play

The secure environment and adult support in play enables children to:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practice and build up ideas, concepts and skills
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings
- Take risks, make and learn from mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled and safe environments.

### **Planning**

The planning in the foundation stage is designed to encourage all children to achieve the early learning goals within their foundation year, providing the building blocks for the children to progress.

A whole team approach to planning enables foundation stage experiences to link with key stage one experiences when appropriate. This provides greater coherence and progression in the teaching and learning from the foundation stage to key stage one.

Long term planning at the foundation stage is taken from the range of relevant subject schemes and the Cambridgeshire Advisory Service guidance for the foundation stage is used as reference material.

The National Literacy and Numeracy Strategy Reception objectives link up with the early learning goals and are also followed in line with recommendations.

Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending children's knowledge, experiences interests and skills.
- Provide a wide range of well planned, purposeful, challenging activities that utilize the children's interests and previous knowledge
- Support and develop children's involvement and concentration in order for them to learn effectively
- Present activities in many ways and use a range of teaching strategies
- Develop self-esteem and confidence in their ability to learn
- Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- Monitor children's progress, identifying areas of concern and taking action to provide support.
- Give opportunities for self assessment and reflection

### **Assessment and Recording**

Ongoing assessment is an integral part of the learning and development process. Assessments are based on the Foundation staff observation of what children are doing in their day-to-day activities. Account of information provided by parent will also be taken.

Staff will:

- make systematic observations and assessments of each child's achievements, interests and learning styles;
- use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child;
- match their observations to the expectations of the Early Learning Goals.

We use the Early Learning Goals to assess the children in the Foundation Stage. These goals were developed to measure progress. They help staff plot the individual progress of each child as they grow and develop. As the child progresses through the school the staff will make judgements based on their observations of the child in all six areas of learning. At the end of the year the children are assessed against the 13 scales in The Early Years Foundation Stage Profile.

During the year there are formal opportunities to feedback information to parents through parent consultations in the spring term. Parents/Carers are vital partners in the assessment process.

Towards the end of the academic year written report covering the six areas of learning will be given to parents. Discussions can be, and are, also arranged independently, if felt appropriate by either parents or class teacher.

## **Welfare Arrangements**

At Milton we recognise our responsibility for promoting the welfare of our youngest children.

- All adults with access to our children will receive the appropriate level of CRB checking and as part of the induction process will have discussed and signed a school code of conduct. All staff employed by the school will undertake regular Child Protection training and are expected to follow the school guidance in following up a cause for concern.
- Staffing will be organised to ensure the safety of the children.
- All staff will be trained to the level appropriate to responsibility.
- First aid will only be administered by trained personnel. Procedures are in place to inform parents/carers of accidents involving their child.
- Procedures are in place to ensure security of children and the safe release of children into the care of individuals named by the parent/carer.
- As a health promoting school there is a focus on emotional well being, healthy eating and physical activity.
- Routines are in place to support children's growing understanding of personal hygiene.
- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- Risk assessments will be undertaken and reviewed regularly.
- Apparatus and equipment will be regularly checked and repaired, washed etc as required.
- Policies documents will be available for parents.

## **Admissions**

Please see separate letter for the admissions arrangements for this academic year.

## **Evaluation and Review**

This policy will be reviewed in 2009.

## **Appendix 1.**

The section below outlines the early learning goals for each of the six areas of Learning and Development.

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

By the end of the EYFS, children should:

Continue to be interested, excited and motivated to learn.

Be confident to try new activities, initiate ideas and speak in a familiar group.

Maintain attention, concentrate, and sit quietly when appropriate.

Respond to significant experiences, showing a range of feelings when appropriate.

Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.

Have a developing respect for their own cultures and beliefs and those of other people.

Form good relationships with adults and peers.

Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Understand what is right, what is wrong and why.

Consider the consequences of their words and actions for themselves and others.

Dress and undress independently and manage their own personal hygiene.

Select and use activities and resources independently.

Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.

Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

### ***Communication, Language and Literacy***

By the end of the EYFS, children should:

Interact with others, negotiating plans and activities and taking turns in conversation.

Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.

Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.

Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.

Extend their vocabulary, exploring the meanings and sounds of new words.

Speak clearly and audibly with confidence and control and show awareness of the listener.

Use language to imagine and recreate roles and experiences.

Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Hear and say sounds in words in the order in which they occur.

Link sounds to letters, naming and sounding the letters of the alphabet.

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Explore and experiment with sounds, words and texts.

Retell narratives in the correct sequence, drawing on language patterns of stories.

Read a range of familiar and common words and simple sentences independently.

Know that print carries meaning and, in English, is read from left to right and top to bottom.

Show an understanding of the elements of stories, such as main character, sequence of events

and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.

Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.

Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation.

Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

### **Problem Solving, Reasoning and Numeracy**

By the end of the EYFS, children should:

Say and use number names in order in familiar contexts.

Count reliably up to ten everyday objects.

Recognise numerals 1 to 9.

Use developing mathematical ideas and methods to solve practical problems.

In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.

Use language such as 'more' or 'less' to compare two numbers.

Find one more or one less than a number from one to ten.

Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.

Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.

Talk about, recognise and recreate simple patterns.

Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

Use everyday words to describe position.

### **Knowledge and Understanding of the World**

By the end of the EYFS, children should:

Investigate objects and materials by using all of their senses as appropriate.

Find out about, and identify, some features of living things, objects and events they observe.

Look closely at similarities, differences, patterns and change.

Ask questions about why things happen and how things work.

Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

Select the tools and techniques they need to shape, assemble and join materials they are using.

Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

Find out about past and present events in their own lives, and in those of their families and other people they know.

Observe, find out about and identify features in the place they live and the natural world.

Find out about their environment, and talk about those features they like and dislike.

Begin to know about their own cultures and beliefs and those of other people.

### **Physical Development**

By the end of the EYFS, children should:

Move with confidence, imagination and in safety.

Move with control and coordination.

Travel around, under, over and through balancing and climbing equipment.

Show awareness of space, of themselves and of others.

Recognise the importance of keeping healthy, and those things which contribute to this.

Recognise the changes that happen to their bodies when they are active.

Use a range of small and large equipment.

Handle tools, objects, construction and malleable materials safely and with increasing control.

### **Creative Development**

By the end of the EYFS, children should:

Respond in a variety of ways to what they see, hear, smell, touch and feel.

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

Explore colour, texture, shape, form and space in two or three dimensions.

Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

Use their imagination in art and design, music, dance, imaginative and role-play and stories.