

**Collis Primary School**  
**Early Years Foundation Stage Policy**



The Early Years Foundation Stage covers children from birth to age five. It is a distinct and important stage in its own right and also in the preparation for later schooling. It is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. Young children need an environment which is safe and secure where they can play, explore, experiment, develop confidence, be curious and learn.

In Collis Nursery and Reception classes we believe that children should experience a broad and balanced curriculum reflecting their individual needs, interests, enthusiasms and individual learning styles. We aim to nurture a sense of personal well-being and a love of learning. Each child is encouraged to reach their full potential regardless of their background, race, gender, creed or ability.

**Principle Aims**

- To provide a welcoming environment for children and their families.
- To ensure that all children feel included, secure and valued.
- To develop confidence and self esteem and to value individuality.
- To use what children can do, not what they cannot do, as the starting point for their education.
- To establish positive relationships with parents, carers and other childcare providers.
- To foster positive attitudes to learning, trust, confidence, curiosity, responsibility and independence.
- To promote the value of learning through play and exploration, extending and enhancing the natural curiosity of the child.
- To provide an attractive and stimulating environment inside and outside.
- To provide a firm foundation for lifelong learning.
- To provide smooth transitions between stages.

## Objectives

To achieve our aims we will:

- Provide the time, resources and adult support for learning through many forms of play.
- Present children with a planned program which fosters learning, is challenging and progressive and recognises what each child already knows and can do.
- Provide opportunities for children to make choices and become independent in their learning.
- Develop each child's knowledge, skills and understanding in all areas of learning.
- Help children make links in their learning.
- Value children's interests and provide a balance of direct teaching and child initiated activities.
- Provide uninterrupted time for children to become engrossed, work in depth and complete activities.
- Help children to build friendships and learn to co-operate with each other.
- Make careful observations in order to support and extend children's learning appropriately.
- Ensure that children with special needs are identified and receive appropriate support.
- Reflect the cultures and beliefs of all children.
- Develop effective links between other schools, professionals and outside agencies.
- Follow the Early Years Foundation Stage Practice Guidance in an imaginative and challenging way, leading children towards the Early Learning Goals and beyond.
- Provide regular opportunities for staff to meet and share information.
- Encourage staff to attend training and to continue their professional development.

## Play in the Early Years Foundation Stage

(see Outdoor Play policy and Health and Safety policy)

Play is the most effective way for children to use new learning. They can try out ideas, pretend to be different people and test new information in their own way. Some children are natural players - others need encouragement and suggestions to help them.

Well planned play, both indoors and outdoors is a key way in which young children learn with enjoyment and challenge.

Our role is crucial in:

- 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.

Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or cooperate as they work through their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive anxious experiences in controlled and safe situations.

Play is the vehicle by which young children gain access to the curriculum, developing confidence, independence and self-discipline. It helps children to move from the here and now in their thinking into both the past and the future and it can help them to think flexibly and at a high level.

### Admissions

The school adheres to the LEA's admissions policy(see LEA guide to Primary Schools)

There is one intake to Collis Nursery each September.

Before a child enters the Nursery, the staff make a home visit and the child and their parent/carer can visit the setting on our Open Days.

In Reception there is one intake of children in September.

Children are invited to visit the Reception classes during our Open Morning in July.

Children who have not attended Collis Nursery are offered a home visit by the Reception staff before term starts in September.

All Reception children start school part-time (mornings only) in September. We operate a staggered entry system over the first few days so that children are given the opportunity to settle into school in small groups. All children stay at school full-time from the start of the Spring term, in January and they are given the option of having School Dinners or bringing a Packed Lunch.

## Partnership with Parents

At Collis we recognise that parents have a very important role to play in the education of their child. We try to have excellent links and encourage good communication between parents and teachers on a regular basis, formally or informally. These are some of the ways that we establish a positive partnership with Collis School parents:

- New parent's information evenings for Nursery and Reception.
- Home visits.
- Nursery and Reception Open Days in the Summer Term.
- We share Early Years Foundation Stage Profile information and the Early Years Foundation Stage Transfer Summary at Parent's Consultations and we value parent's contributions to the assessment process.
- In Reception we give detailed reports about children's progress and include targets for future learning.
- In Nursery and Reception there is a Home Learning Board that explains any activities in school that can be reinforced at home. Topic webs are also available each term.
- We encourage parental help, with a rota in the Nursery and regular help in Reception.
- Reception parents are invited to a phonics information evening in October every year. We explain our synthetic phonics teaching system and parents are encouraged to work alongside the school in teaching their children to read and write.
- Parents are encouraged to join in with the Collis School Association events to help develop friendships and support networks.
- We always encourage parents to talk to their child's Class Teacher if there are any concerns.
- We try to monitor our performance through questionnaires and comments books and to improve and update our services to parents.

(Further information about our 'Partnership with Parents' can be found in the separate school policy.)

## Inclusion & Equal Opportunities

We believe that all our children matter. We give them every opportunity to achieve their full potential irrespective of gender, ability, ethnicity and social circumstances.

We ensure this in various ways including:

- Valuing every child and treating each child as an individual.
- Providing an environment that is free from stereotypical images.
- Using resources that positively reflect diversity.
- Planning challenging opportunities for more able children.

- Facilitating equal access to activities by all children.
- Supporting children with Special Educational Needs as appropriate.
- Supporting children with English as an additional language.
- Monitoring progress.

## The Early Years Foundation Stage Curriculum and the Learning Environment

Children will be taught using a wide variety of strategies to cater for different learning styles. (see school 'Teaching and Learning' policy)

We aim to provide a broad and balanced curriculum based on the Early Years Foundation Stage Guidance and organised around six areas of learning;

### 1. Personal, Social and Emotional Development

This area incorporates attitudes, skills and understanding and is a pre-condition for children's success in all other learning. The child's personal, social, emotional and moral development is targeted and good attitudes towards all aspects of school life are promoted.

We do this through:

- Circle times
- Praising achievement
- Using resources that promote positive images of differences.
- Multicultural resources.
- Providing positive role models.
- Developing secure routines and a safe environment.
- Ensuring that there is time and space for children to focus on activities and experiences that develop their own interests.
- Planning for children to work independently and also in collaborative groups where they need to share and cooperate.
- Encouraging and monitoring the well-being and involvement of all children.

### 2. Communication, Language and Literacy.

This area covers the development of communication skills, including speaking and listening. We follow a synthetic phonics scheme and encourage children to enjoy books, communicate their thoughts, feelings and ideas, and believe in themselves as writers. Children are given the opportunity to explore, learn about and use words and text in a wide range of contexts and to experience a rich variety of story, poetry and non-fiction books. We also introduce the children to French, German and Spanish through regular visits from KinderTots and Kinder Club.

### 3. Problem Solving, Reasoning and Numeracy.

Mathematics is a part of everyday life and the children's mathematical learning begins as soon as they begin to be involved in their environment. Children work towards the Early Learning Goals and we encourage them to apply their knowledge and skills in practical situations. We emphasise mental maths skills and learning through practical and relevant experiences, with songs stories, games and imaginative play. Children are encouraged to become confident, comfortable and curious about numbers, shapes, patterns and measures.

### 4. Knowledge and Understanding of the World.

This area focuses on children's developing knowledge and understanding of their environment, themselves and other people in their lives and helps them to make sense of the world. It provides the foundation for later work in science, history, geography, design technology, and ICT.

We provide first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think and use their senses.

### 5. Physical Development

This area of learning is about improving children's skills of coordination, control, manipulation and movement in both indoor and outdoor environments. Making progress in physical development gives children confidence and enables them to feel the benefits of being healthy and active.

We offer appropriate physical challenges, enough space and time, and a range of resources inside and outside to develop skills such as climbing, balancing, jumping, throwing and catching. We also aim to develop fine motor skills and hand-eye coordination through drawing, cutting, painting, manipulating modelling materials, threading, pouring and using construction kits and tools.

### 6. Creative Development

This area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in a creative way. Creativity is an important part of successful learning and it enables children to make connections, solve problems and be inventive.

We value children's creativity and original ideas. We give the children the opportunity to explore art, music, drama and imaginative play and to try new experiences and express themselves in a variety of ways.

## Planning and Assessment

( see school Monitoring and Assessment policy)

- In the Nursery and Reception classes all staff make careful observations of the children while they are engaged in activities, in order to gain an insight into their interests and abilities. We understand that the most useful and relevant observations are made during child-initiated activities.
- Some careful observations are also carried out and recorded during focused group work or whole class teaching in order to assess the children's level of understanding related to specific skills and concepts.
- We have discussions with the children about their interests and their learning.
- At the end of the Nursery year we complete the Early Years Foundation Stage Transfer Summary and this is shared with Parents and with the Reception teachers.
- Where possible we receive records from Pre-School settings to ensure continuity and progression from Nursery to Reception.
- The Early Years Foundation Stage Profile (as e-profile) is used throughout the Reception year to record our observations and to summarise progress towards the Early Learning Goals.
- Our observations and assessments are used to ensure that future planning reflects identified needs.
- Information from the Early Years Foundation Stage Profile is shared with parents at our Parent's Consultations in the Autumn and Spring terms.
- At the end of the Reception year we produce an Annual Report, summarising information from the EYFS Profile. The report details children's progress in each area of learning, highlights strengths and sets out clear targets for future development.
- The EYFS Profile data is passed on to the Year 1 teachers at the end of the Summer term in order to help them plan for the children.
- Data from the profiles is carefully analysed at the end of the Reception year and information is used by the staff in Year 1 to set targets for the end of Key Stage 1.

## Every Child Matters and what it means for Collis Primary School Early Years Foundation Stage.

Every Child Matters: Change for Children is a new approach to the well being of children and young people from birth to age 19. We have a responsibility to focus on the principles of ECM.

There are five principles with particular outcomes. As a school we contribute to these outcomes through all of our work.

What do we do at Collis?

### 1. To 'Be Healthy':

We give the children fruit and encourage them to sit down while eating.

We give children milk and water to drink in the Nursery. In Reception, children bring water bottles daily and can drink water at any time. We have daily 'Brain boost' sessions and practise Brain Gym.

We have regular PE lessons and active play in the FS Outdoor Area and at playtimes.

We have visits from the school nurse to teach hand washing skills.

We have a Sun Safety policy and encourage children to wear hats in the sun.

### 2. To 'Stay Safe':

We adhere to the school Health and Safety policy.

We regularly review the safety of the FS Outdoor Area.

We have a safe and welcoming school environment.

We have play codes and we encourage children to seek help if there are problems.

We have regular 'circle times' when children can express their thoughts and discuss experiences.

All staff have a caring and gentle approach and respect the children's individuality.

### 3. To 'Enjoy and Achieve'

We plan work and experiences that match the needs of all children.

We plan an enriched curriculum through visits, visitors, regular celebrations ( eg. Birthday Assembly) and particular events and festivals and theme days ( eg. celebrations for Diwali, Christmas, Chinese New Year)

We have rigorous assessment, observation and tracking procedures to enable staff to set challenging targets for all children.

We encourage positive and tolerant relationships through modelling of good behaviour.

### 4. To 'Make a Positive Contribution'

We help the children to develop self-confidence in order to deal with significant life changes and challenges.

We are building links with the local community, Pre-school settings and local Primary schools and we have excellent 'Extended Schools' provision.

### 5. To 'Achieve Economic Well Being'

We have high expectations for attendance, punctuality and behaviour.

Children are involved in planning and implementing changes to the school environment.

We have developed links with local businesses and charities and problem solving skills are taught in practical and exciting ways.

### Monitoring and review

This policy is monitored by the governing body and will be reviewed in two years.

Date: November 2009

Review Date: November 2011

FS Coordinator : Mrs.C.M.Bendelow