



BURNHAM MARKET PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE

POLICY

Approval

Inspected and approved by Full Governing Body on:

Date:.....11TH MARCH 2019.....

Signed by Chair of Governors:.....

To be reviewed by March 2021

Burnham Market Primary School

Early Years Foundation Stage Policy

February 2019



The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five.

At Burnham Market Primary School, children within the EYFS are the Reception children in Class One (Seal Class) which is a mixed Reception/Year One class.

The aims of education in the EYFS at Burnham Market Primary School

At Burnham Market Primary School, we aim to give our children the opportunity to experience the best possible start to their school education, building upon their earlier experiences.

We are concerned with the development of the whole child: physical, intellectual, creative, social and emotional.

We seek to promote positive attitudes towards learning, build confidence and self esteem, stimulate enthusiasm and encourage independence within a supportive, caring atmosphere in which every child feels valued.

At Burnham Market Primary School, education in the EYFS is rooted in play based learning; supported by meaningful, first hand experiences and practical activity both indoors and out of doors.

The EYFS Curriculum

The EYFS curriculum is based on the learning and development requirements in the 'Statutory Framework for the Early Years Foundation Stage' (DfE 2014) alongside the non-statutory guide 'Early Years Outcomes' (DfE 2013).

The EYFS consists of seven areas of learning; all areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These three areas, the prime areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The three prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Delivering the EYFS Curriculum

Play underpins the delivery of the EYFS curriculum.

There are opportunities for the children to engage in relevant, imaginative, motivating, enjoyable and challenging activities that they plan and initiate themselves, and those planned for and led by adults.

Through self-initiated activities and 'free flow' play, children are able to make choices and develop independence. In addition, practitioners provide well-planned experiences based on children's spontaneous play thereby supporting children to learn with enjoyment and challenge.

Since we also recognise that every aspect of learning for young children is inter-related and interdependent, the seven areas of learning are incorporated in cross curricular topics. These topics are supported by meaningful first hand experiences and quality Literacy texts.

Learning and Teaching

In our planning of experiences we provide a variety of learning and teaching styles:

- Whole class teaching e.g. Music, P.E, Circle Time.
- Individual, paired and group work
- Demonstrating skills needed
- Opportunities for discussion and use of new vocabulary
- Opportunities to evaluate their own and others' work
- Using ICT resources

All arrangements of pupil groupings allow work to be differentiated.

The Learning Environment

The learning environment, indoor and outdoor, is organised into defined learning areas, fostering early independence and promoting responsibility for accessing and using equipment.

Planned opportunities across the six areas of learning ensure that a balanced range of activities is offered within this free flow environment on a daily basis.

The Role of Adults

Adults are deployed throughout the learning environment to:

- Supervise the safety and wellbeing of children in all areas.
- Support and extend specific areas of children's learning.
- Extend and develop children's language and communication in play.

In addition, practitioners observe and reflect on children's spontaneous play in order to:

- Record evidence of children's learning.
- Plan and resource a challenging environment.

Displays

Displays are valued as an important part of the learning environment. In our planning of displays, we provide those which are:

- Informative
- Interactive
- Topical
- Celebrations of pupils' creativity and achievement

The Outdoor Learning Environment

At Burnham Market Primary School, the secure outdoor area is an integral part of the learning environment. We believe that well-planned outdoor play is a key way in which young children learn with enjoyment and challenge. Here, they can experience freedom, a sense of exhilaration and self-expression; they can become aware of the changing world outside, experience a wide range of phenomena and develop their natural curiosity.

Activities are planned which:

- Complement indoor activities
- Enable children to learn by working on a larger, more active scale than is possible indoors.

Reception children also play in the main school playground with children from the whole school during morning break and at lunchtime.

Resources

Resources are provided that will inspire the children and encourage them to initiate their own learning. These include, but are not limited to:

- Large and small scale construction
- Role Play and small world
- Musical instruments and sound makers
- Sand
- Water
- Play dough and other malleable materials
- Book corners
- Graphics areas
- Creative/designing and making area
- Equipment for scientific investigation
- Climbing and balancing equipment
- Balls, ropes and small physical equipment
- Computer, Interactive whiteboard and programmable toys

Equipment and materials are readily available, well organised and clearly labelled to facilitate easy access and independence. Resources support an environment free from stereotypical and gender biased images and discriminatory practice.

Routines and Expectations

At Burnham Market Primary School, we believe that the establishment of consistent routines and expectations supports the development of independence.

Clear, established routines include organisation of belongings and self-registration on arrival in the morning, preparation for break, lunch and home time, P.E. and collective worship.

Over the course of the year the routines may evolve to support children's development.

At the beginning of the year, the curriculum is organised with a key focus on Personal, Social and Emotional Development. We believe that this provides a valuable opportunity for children to develop social and interactive skills, and to begin to understand rules and expectations.

Induction

Induction begins during the second half of the Summer Term prior to entry in September.

- The Class teacher makes a short, informal home visit during which the parent, child and class teacher may discuss concerns about school and share information to enable a smooth transition into Reception.
- Children are given weekly opportunities to visit Seal Class for story time sessions and are invited to whole morning 'taster sessions,' and induction days..
- During the first week of the Autumn Term parents are invited to come into the classroom with their children each morning to encourage them to put into practice class routines and help them to 'settle'.

The induction process for children joining the Reception class at any point during the year after September will be arranged by the class teacher in consultation with parents to suit the individual needs of the child.

Home/School Liaison

At Burnham Market Primary School we value our close links with parents.

Home/school links are developed through the use of:

- A reading diary
- A newsletter outlining our topic and significant events during the half term
- A 'takeaway menu' of home learning suggestions
- Our 'Parents' Notice Board'

- A termly parent consultation to discuss their child's progress and development
- Access to their child's online learning journey held on EExAt

In addition, parents are actively encouraged to:

- Volunteer on a regular basis to help within the unit. In line with school policy, all parent helpers are 'DBS' checked.
- Come into the classroom at the end of the school day for an informal chat with the teacher and to look at displays, our learning floorbook and the children's learning.

Assessment, Recording and Reporting

Assessment for learning is based on observations, photographs, things children have drawn or made and information from parents. Evidence of learning is recorded in the child's exercise books and in the Learning Journal.

Practitioners analyse and review what is known about the children's development and learning to make informed decisions about their progress and plan next steps to meet their development and learning needs.

EYFS Profile

Information about the child's progress is recorded electronically on EExAt three times a year and is used to complete the EYFS Profile. The completed EYFS Profile summarises each child's development at the end of the Reception year.

Reporting to Parents

An annual report is sent to parents in July each year. Reports to parents refer to the pupils' progress against the Early Learning Goals.

Inclusion

We aim to develop each child to his/her full potential providing equality of opportunity and inclusion. As such, we endeavour to enable all pupils to access a broad, balanced curriculum, differentiated according to their learning needs.

We firmly believe in early intervention; extra support is given to children experiencing difficulty in any area of the curriculum. Children with special needs are entered on the special needs register in line with the school's policy for Special Educational Needs. Able pupils are identified using the Early Years Indicators as specified in the school's policy for Gifted and Talented children.

Transition into Year One

At Burnham Market Primary School, we recognise the importance of appropriate planning for a smooth transition to Year One.

Provision at the start of Year One reflects the developmentally appropriate curriculum in place at the end of the Reception Year. It is recognised that some children may still be working towards the Early Learning Goals at the end of their Reception Year.