



Teaching and Learning Policy – Early Years Foundation Stage

“Early childhood is an explosion of experience.” Jenny Lendon

Within this policy the term EYFS is used to describe children who are in the baby provision, toddler provision, Nursery and Reception classes. The term ‘parent’ is used to include other carers responsible for the child.

Teaching and Learning Policy for the Foundation Stage

This policy outlines the principles for good practice across the Foundation Stage. It uses the four guiding principles from the EYFS framework of every child is **a unique child**, children learn through **positive relationships**, children develop well in **enabling environments** and **children develop and learn in different ways and at different rates**. These principles will ensure a continuity of practice through the Foundation Stage that will enable all children to become competent and confident independent learners.

They foster the characteristics of effective learning which are:

Playing and Exploring

Finding out and exploring
Playing with what they know
Being willing to ‘have a go’

Active Learning

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creativity and Thinking Critically

Having their own ideas
Making links
Choosing ways to do things

The Characteristics of Effective Learning play an important role in child development. Together they lead to children interacting with the world around them with independence and resilience.

The Foundation Stage is a distinct phase in education. The curriculum for the Foundation Stage is important in its own right as well as underpinning all future learning by supporting

and fostering children's personal, social and emotional well being and establishing positive attitudes and dispositions towards learning.

"The greater the language children are exposed to the greater the learning capacity of the child." Jan Dubiel

Our main aims for all children are:

- To provide a broad and balanced curriculum for every child to develop the building blocks for future learning
- To provide first hand experiences to put their learning into context
- To provide a safe and secure learning environment
- To encourage and motivate children to become independent learners
- To reflect the diversity of social and cultural backgrounds in the class
- To provide a free flow curriculum where learning happens inside and outside
- Take children's interests and use them to plan relevant activities
- To provide children with a secure grounding in the core skills necessary for children to continue to be successful in Year 1 (See Early Learning Goals in Appendix 1)

The Early Years Foundation Stage Curriculum

The curriculum is divided into seven areas of learning. These are the –

three prime areas

- Communication and language
(Listening and Attention, Understanding, Speaking)
- Physical development
(Moving and Handling, Health and Self-Care)
- Personal, social and emotional development
(Managing Feelings and Behaviour, Making Relationships, Self-confidence and Self-Awareness)

specific areas

- Literacy
(Reading, Writing)
- Mathematics
(Number, Shape, Space and Measure)
- Understanding of the world
(People and Communities, The world, Technology)

- Expressive arts and design
(Being Imaginative, Exploring and Using Media and Materials)

Teaching and Learning in the Foundation Stage

The role of adults

*'Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and **must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.** Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The **three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.** It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a **child's progress in any prime area gives cause for concern,** practitioners must **discuss this with the child's parents** and/or carers and agree how to support the child. Practitioners must **consider** whether a child may have a special educational need or disability which **requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.**'*

(Statutory Framework for Early Years Foundation Stage 2017)

It is the role of all adults to support children's learning using a range of strategies. All adults are responsible for providing a rich and stimulating learning environment that encourages independent play and investigation.

Each child will be well supported by all staff within the setting. In addition children from babies to Nursery will be allocated a key person and a co key.

Time needs to be given to allow children to explore the environment independently and learn at their own pace. The environment needs to promote and provide challenge for independence. Adults are also to use a range of teaching strategies such as supporting child initiated play, modelling learning through activities that have been planned from child interests and discrete teaching sessions. Adults need to plan for balance of these activities depending on the needs of the child. It is the role of all staff to ensure that the needs of all children are being met equally and that all children have an opportunity to

take part in all activities. Adult led activities will become more frequent across the Foundation Stage as children progress with their learning. This is in line with guidance in the Statutory Framework for Early Years.

In the Toddler room and Nursery there will be some appropriate times for small group sessions such as maths and phonics and large group or whole class sessions such as singing or story sessions. These may be part of the daily or weekly routine. As children move into Reception these sessions will also occur for maths, literacy and phonics. These will begin as short 15 minute sessions and will increase in length over the course of the year as is appropriate.

There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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. '

(Statutory Framework for Early Years Foundation Stage 2017)



Planning and Assessments

There are 3 stages of planning that are the responsibility of the teacher or room lead.

- **Long term planning**- this is drawn up by the Foundation Stage team. These plans show curriculum coverage over all areas of learning during the Foundation Stage and show progress in the skills that are being learnt. These plans include the planning of the environment, the continuous provision on offer and the daily routines.

- **Medium term plans**- These cover a term or half term period and cover the skills, concepts and knowledge to be taught. They may be adapted to respond to the needs and interests of the children. They will also include sessions planned in to meet the specific needs of groups or individual children.
- **Short term plans**- These show on a daily/ weekly basis how skills have been broken down to a specific learning objective. They show how staff deployment and how a balance of teaching strategies is being delivered. The needs of specific groups or individuals may be highlighted on these plans.

Teachers are to plan challenging tasks based on systematic and accurate assessments of children previous skills and needs. Plans are to be shared on a regular basis amongst the team with support staff being given the opportunity to plan their own sessions. Teams are required to meet at least once a week to discuss weekly plans and any changes that may be necessary. Planning needs to be flexible and responsive to the needs of the children.

All adults make informal observations of children to contribute towards **formative assessments** for each child. These occur while the learning is happening to inform teaching in an ongoing basis. They are then used to plan for activities based on child interests in addition to the medium term plans.

Teachers and room leads are also expected to keep **summative assessments** on each child in the Foundation stage. Each child will have an on-entry assessment, this will be formed using the home visit, any stay and play sessions and the first six weeks of starting. The children are then tracked termly on the school Target Tracker system. There will be an end of year report that is shared with the next teacher and the parents.

There is also a transition meeting for each child between the teachers and room leads. In this meeting the judgments made for the child will be moderated and agreed.

All assessments are to be submitted to the Deputy Head and Early Years lead at the end of each half term.

Development Matters Statements are used to inform assessments against age expected outcomes. As a general guideline the children in:

Baby room should be working across the band from birth to 26 months.

Toddlers should be working within the 22-36 months band.

Nursery should be working within the 30-50 month band

Reception should be working within the 40-60 month band.

By the end of Nursery and Reception children who are on track in their development should be secure in these bands.

At the end of Reception the Foundation Stage Profile is submitted for each child using the statutory 17 aspects of the Early Learning Goals in the Prime and Specific areas. Children will be assessed at either emerging, expected or exceeding against each goal. Children meeting age expected outcomes will be assessed as 'expected', children who have not met all of the age expected outcomes may be given a best fit assessment of 'emerging' and children who have met and gone beyond the age expected outcomes may be given a best fit judgement of 'exceeding'.

An end of year report is shared with the year one teacher and the parents. There is also a transition meeting between the Reception and Year One teachers.

The Early Years Profile

The EYFS profile assessment must be carried out by the end of the final term in Reception. The main purpose of the profile is to provide reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is submitted to the local authority and this is then shared to create a school, borough and national data context.

In school the EYFS data is used to:

- Inform parents about their child's development against the Early Learning Goals and the characteristics of their learning.
- Support a smooth transition to Year 1 by informing the professional conversations between Reception and Year 1 teachers.
- Help the year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

The EYFS profile provides an accurate national data set relating to levels of child development at the end of EYFS. The DfE uses this to monitor changes in levels of children's development and their readiness for the next phase in their education both nationally and locally.



Enabling Environments

Children learn through having an interesting, stimulating and a safe environment and the time with which to explore it. A well set up learning environment is a powerful additional teacher. There are three aspects of the learning environment. These are the emotional environment, the indoor environment and the outdoor environment. All are to be equally valued and planned for by staff. A wide range of independent play opportunities need to be provided through stimulating and well-resourced areas such as:

- sand
- water
- role play areas
- writing area
- maths area
- book area
- music,
- small world play
- construction

Areas need to set up with a clear purpose for learning. Children need to have as much access to the outdoor classroom as possible with a free flow approach operating. All classes across the EYFS have access to their own areas that are resourced for their own specific use. There is a match in the learning opportunities between inside and outside provision.

Displays need to promote, support and reflect children's current interests and learning. There needs to be a balance between self initiated and adult led work on display and all displays need to be changed half termly to maintain interest and celebrate children's learning.

Parents as partners in learning

In the EYFS to achieve smooth transitions between home and school a series of visits are planned for both the child and parents. These involve the child and parents coming for stay and play sessions in the room, the parent coming for a welcome meeting with members of the Foundation Stage team and a home visit by the EYFS staff. All of these are intended to make both the child and the parent feel as confident as possible when they start. In Reception new children to the school are either visited at home or in their current setting by the Reception Class teacher and invited to visit the Reception Class in school.

Initially parents may wish to remain with their child over a period of visits until their child is settled. This will be planned with the parent during the home visit. For children joining the baby or toddler room the first week is not charged as this is used for the settling in process.

Parents are encouraged to take an active role in their child's learning. They are welcomed into the classrooms at the start of the day between 8:45 and 9:00 and time is given to build relationships with parents at this time. If a parent wishes to discuss a particular issue with a member of staff this is not dealt with in class time. They can make an appointment before or after school, whatever the member of staff is able to offer.

Parents are encouraged to share information about their child. This is gathered through informal discussions that may be recorded as part of the child's formative assessment and home- school forms that parents are asked to fill out. Translations into home languages will be offered when available. Also, where available, interpreters will be arranged for key meetings.

Information is regularly given via letters, texts and parentmail. There are parent meetings and workshops to explain ways that parents can support learning at home.

Parents of children in the Nursery and Reception will also get information on their child through parent teacher meetings each term and an end of year report.

Learning Journeys

Each child will have a learning journey that will track their progress over time. It is the responsibility the key person or Reception teacher to monitor these to ensure they are up to date and have a range of evidence that shows the child's development. Parents will be asked to contribute at the start through a parent voice form and then through discussions with the class teacher or key worker. They will also have opportunities to take the book home to share with family and add photos or comments.

Provision for sleep

Provision will be made for children to sleep during the day. This will be planned in consultation with the parents. For further information see the rest and sleep policy.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. Other policies that support this are:

Safeguarding and child protection policy

Intimate care policy

Outing trips procedures

Late collection policy

Missing child policy

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of individual children to support them at their own pace to enable them to meet, or even exceed the early Learning Goals. We believe that early identification of children with additional needs is crucial in enabling us to give the child and their family the support they need. In doing so we work closely with parents and outside agencies such as Richard Cloudesley, The Bridge, CAMHS, Speech and Language Teams.

Transitions

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition we consider the child's needs and plan for these. Families are settled into the setting through a home visit and stay and play sessions.

There is a hand over meeting between key people to give a full context for each child.

Ratios

Ratios in all rooms comply with the statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe.

Baby room- is limited to...

- There will be at least one member of staff for every 3 children.
- At least one member of staff will hold a full and relevant level 3 qualification.

Toddler room - is limited to...

- There will be at least one member of staff for every 4 children.
- At least one member of staff will hold a full and relevant level 3 qualification.

Nursery Classes - is limited to...

- There will be at least one member of staff for every 13 children.
- At least one member of staff will be a qualified teacher.
- At least two members of staff will hold a full and relevant level 3 qualification.

Reception Classes- is limited to...

- Class sizes will be limited to 30 pupils
- Classes will be led by a qualified teacher, supported by suitably qualified support staff.

All members of support staff have paediatric first aid training.

Staff training and development

'A quality learning experience for children requires a quality workforce.'

Statutory Framework for Early Years Foundation Stage 2012

All staff in the Foundation Stage have access to training through the professional development and training offered via the school. This occurs through whole school training sessions, phase meetings and individual observations and written feedback.

External training programmes will be offered when appropriate to an individuals training needs and in line with the school development plan.

Safeguarding within Early Years Settings

As an Early Years Provider delivering the Early Years Foundation Stage the setting aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

All safeguarding and child protection procedures and policies within the school apply equally to children in the EYFS so far as they are relevant to that year group.

In addition the school has the following policy regarding mobile phones:

In relation to the use of mobile phones within the EYFS

- parents/ carers are asked to switch off when coming in.
- if parents need to make or take a call one they need to leave the building.
- parents are generally prohibited from taking photos in the EYFS setting, however for special events such as school performances, they may do so on an understanding that images are not posted on social media.

Written November 2018

Appendix 1

The EYFS Profile summarises and describes the children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the seven areas of learning against the Early Learning Goals.

Area of learning		Aspect	Emerging	Expected	Exceeding
Communication and language	ELG1	Listening and attention			
	ELG2	Understanding			
	ELG3	Speaking			
Physical development	ELG4	Moving and handling			
	ELG5	Health and self-care			
Personal, social and emotional development	ELG6	Self-confidence and self-awareness			
	ELG7	Managing feelings and behaviour			
	ELG8	Making relationships			
Literacy	ELG9	Reading			
	ELG10	Writing			
Mathematics	ELG11	Numbers			
	ELG12	Shape, space and measures			
Understanding the	ELG13	People and communities			

