**The Royal (Crown Aided) First School**

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**Early Years Foundation Stage Policy**

***“Inspired to learn”***

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This policy will be reviewed annually.

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# Introduction

The Early Years Foundation Stage [EYFS] applies to children from three years of age to the end of the reception year. At The Royal School, the children are admitted in September. Key Stage 1 begins for our children at the beginning of Year 1. The EYFS is important in its own right, and in preparing children for later schooling. The Early Learning Goals (Appendix 1) set out what is expected of most children by the end of the EYFS.

The majority of children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early year’s education we offer our children is based on the following principles:

* It builds on what our children already know and can do.
* It ensures that no child is excluded or disadvantaged.
* It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors.
* It provides a rich and stimulating environment.

# Aims of the EYFS

The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing childrens’:

* Personal, social and emotional well-being.
* Communication, language and literacy.
* Problem solving, reasoning and numeracy.
* Knowledge and understanding of the world.
* Physical development.
* Creative development.

# Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2.

The more general features of good practice in our school that relate to the EYFS are:

* The partnership between teachers and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement.
* The understanding that teachers have of how children develop and learn, and how this affects their teaching.
* The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
* The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS.
* The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
* The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
* The support for learning with appropriate and accessible indoors and outdoor space, facilities and equipment.
* The identification of the progress and future learning needs of children through observations, which are regularly shared with parents.
* The good relationships between our school and the settings that our children experience prior to joining our school.
* The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
* The regular identification of training needs of all adults working within the EYFS.

## Play in the EYFS

Through structured play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

# Inclusion in the EYFS

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, and children from all social and cultural backgrounds.

We meet the needs of all our children through:

* Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
* Using a wide range of teaching strategies based on children’s learning needs.
* Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
* Providing a safe and supportive learning environment in which the contribution of all children is valued.
* Using resources that reflect diversity and are free from discrimination and stereotyping.
* Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
* Monitoring children’s progress and taking action to provide support as necessary, this involves speech therapy for some of our children.

# The EYFS curriculum

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Learning Goals are in line with the objectives in the Early Years Statutory Framework 2017. By the end of the Foundation Stage year in our school, children will experience daily mathematics and literacy, including structured phonics teaching. Teachers initially address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, they put structured literacy and mathematics into operation by the end of the EYFS.

The Early Learning Goals provide the basis for planning throughout the EYFS. Teachers use the national schemes of work where appropriate to support the planning for individual children.

## Assessment

Once the children have first entered school they are assessed to provide a ‘Reception Baseline Assessment’, which will be used as an indicator of attainment on entering school.

From this entry point we make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher, nursery nurse and other adults as appropriate. Target Tracker is used to record children’s achievement against the ELGs. Evidence from observation and samples of children’s work is used to consolidate these statements.

Evidence is sourced in the child’s learning journey and their ‘Wow’ books, which are a culmination of the child’s experiences in this stage of their schooling.

# The role of parents/carers

We believe that all parents/carers have the most important role in the education of their child. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

* Talking to parents/carers about their child before their child starts in our school.
* The children have the opportunity to spend time with their teacher before starting school.
* Offering parents/carers regular opportunities to talk about their child’s progress in EYFS and parents/carers are encouraged to talk to the child’s teacher if there are any concerns. There are termly meetings for parents/carers at which the teacher discusses the child’s progress. Families receive a report and a copy of their personal “Learning Journey” at the end of the school year.
* Having a pre-admission meeting for parents/carers and children and further introductory visits that enable children and parents/carers to become secure, and by allowing time to discuss each child’s circumstances.
* Encouraging parents/carers to stay if there are real problems with the child’s admission.
* Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers.
* Offering a range of activities that support the involvement of parents/carers.

# Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

# Appendix 1

## The Early Learning Goals

**Communication and language**

This area of learning provides opportunities for your child to talk confidently, respond to adults and to other children in an environment where speaking and listening are highly valued skills.  
  
**Listening and attention**   
The Early Learning Goal for the end of Reception is as follows:  
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.   
  
**Understanding**   
The Early Learning Goal for the end of Reception is as follows:  
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   
  
**Speaking**   
The Early Learning Goal for the end of Reception is as follows:  
Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Physical development**

This area of learning offers opportunities for your child to develop and practise their control over large movements such as running, jumping, climbing, swinging, hanging etc. and also finer movements which involve the ability to control the use of one-handed tools and equipment e.g. Digging tools, paint brushes, mark-making and writing tools. It also supports a developing understanding of how their bodies work and what they need to be healthy and safe.  
  
**Moving and handling**   
The Early Learning Goal for the end of Reception is as follows:  
Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.   
  
**Health and self-care**   
The Early Learning Goal for the end of Reception is as follows:  
Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Personal, social and emotional development**

This area of learning involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.  
  
**Self-confidence and self-awareness**   
The Early Learning Goal for the end of Reception is as follows:  
Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.   
  
**Managing feelings and behaviour**   
The Early Learning Goal for the end of Reception is as follows:  
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.   
  
**Making relationships**   
The Early Learning Goal for the end of Reception is as follows:  
Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Literacy**

This area of learning gives opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts. It involves encouraging children to link sounds and letters and to begin to read and write.  
  
**Reading**   
The Early Learning Goal for the end of Reception is as follows:  
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.   
  
**Writing**   
The Early Learning Goal for the end of Reception is as follows:  
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Mathematics**

This area of learning involves providing children with a broad range of contexts within which to explore, enjoy, learn, practise and talk about the language of mathematics. This will support them to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.  
  
**Numbers**   
The Early Learning Goal for the end of Reception is as follows:  
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.   
  
**Shape, space and measures**   
The Early Learning Goal for the end of Reception is as follows:  
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the world**

This area of learning provides opportunities for your child to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts and to explore and find out about their environment and their community. Your child will also explore the impact of Information and Communication Technology on their everyday lives.  
  
**People and communities**   
The Early Learning Goal for the end of Reception is as follows:  
Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.   
  
**The world**   
The Early Learning Goal for the end of Reception is as follows:  
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.   
  
**Technology**   
The Early Learning Goal for the end of Reception is as follows:  
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Art and design**

This area of learning involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.  
  
**Exploring and using media and materials**   
The Early Learning Goal for the end of Reception is as follows:  
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   
  
**Being imaginative**   
The Early Learning Goal for the end of Reception is as follows:  
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.