



Learning Together, Success Forever

Early Years Foundation Stage Policy

Reviewed: September 2024

Our Aim

At Manor Park, we aim to provide the best care and quality learning experiences for all of our children, to support them to become confident, independent learners. We create a safe, secure and welcoming environment that motivates and inspires the children to learn. We strongly value our relationships with parents ensuring that all children achieve and reach their full potential. Learning Together, Success Forever.

Our Values

Respect, Kind, Ready, Safe, High Expectations.

The EYFS is based on four overarching principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers.
- Children learn to develop and learn in **different ways and at different rates**.

The framework covers the education and care of all children in early year's provision, including children with additional needs.

Teaching and Learning in the Early Years Foundation Stage

For children to access the EYFS they need to learn how to become learners through the 'Characteristics of Effective Learning'.

- Playing and Exploring- **Engagement**- : children finding out and exploring, playing with what they know and being willing to have a go.
- Active Learning- **Motivation**- : being involved and concentrating, trying and enjoying achieving what they set out to do.
- Creating and thinking Critically- **Thinking**-: having their own ideas, making links and choosing ways to do things.

We support children in learning how to become learners through adults modelling the skills that they need during child initiated and adult led activities. We build the children's confidence in using these skills, so that they can use them independently to further their learning.

Early Years Foundation Stage Curriculum

We create an inviting, stimulating environment that allows children to develop their own needs and interests. The environment also allows children to develop skills in the seven areas of the Foundation Stage document 'Development Matters'

There are three **Prime** areas of the EYFS. These are fundamental in enabling the children to access all other areas of learning.

- **Communication and Language** – Children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical Development** – Children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** – We support children to develop a positive sense of themselves and others; forming positive relationships and develop respect for other; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their abilities.

The children are also supported through the remaining four areas of learning which are referred to as **Specific** areas of the EYFS.

- **Literacy** – Children will be taught to link sounds and letters and begin to read and write. Children will be given access to a wide range of reading materials to ignite their interests.
- **Mathematics** – Children will be provided with opportunities 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.
- **Understanding the World** – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – Children will explore and play with a range of media and materials, as well 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.

The **Curriculum** is planned through a series of topics that reflect and respond to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child-initiated activities. Both Foundation 1 and Foundation 2 work together on the same theme. The topics are flexible to ensure we also follow the children's interests, school themes as well as local or national events. Every term staff book visits or visitors that will enhance the learning.

The **long-term planning** is the Foundation Stage Curriculum. This is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years.

Medium term planning takes the form of a theme based upon the children's interests. It is evaluated weekly to respond to other emerging interests that the children may have.

Short term planning select activities and learning objectives from medium term theme plans and children's interests.

Assessment

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, which then shapes learning experiences for each child reflecting those observations.

Staff have their own iPad which is used to upload photographs, capture and note observations and next steps for learning through our software 'Tapestry'. Parents can also access their child's portfolio through 'Tapestry' and post comments of their own experiences within the home or whilst out and about.

On entry to Foundation 1 and Foundation 2 we carry out baseline assessments for each child. Throughout the Early Years, Foundation 1 and Foundation 2 teachers submit end of term assessments data to the Head Teacher showing each child's development in each aspect of the seven areas of learning. (Please refer to our Assessment Policy). At the end of Foundation 2, the class teachers assess each child against the 17 Early Learning Goals (ELG) and identify whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parent's Evening in reception.

Induction and Transition

A welcome meeting with parents is arranged the term before the child is due to start Foundation 1. Information about the EYFS as well as practical information is discussed. Children have two visits to the nursery in the first week of the new term and then start their hours the same week.

Transition to F2- Reception classes

We plan transition visits during Summer 2 term so that children can meet their new teacher, can stay for a lunch and explore their new environment. We also have a welcome parent's meeting to discuss the transition from Foundation 1 to Foundation 2. This includes any children from another provider. In Summer term two Foundation 2 Teachers visit children in our own Foundation 1 and at other nurseries as our Foundation 2 classes receives several children from different nursery providers.

Partnership with Parents

We value partnerships between parents/ carers and our school. We believe that by sharing knowledge and experiences then we can create further learning opportunities for children. We share a wealth of information during Foundation 1 and Foundation 2 induction meetings and hold parent workshops during the year. The whole school uses the Marvellous Me app which allows staff to send information about what children are learning and how parents can be involved in their learning. In Foundation 2 two children from each class are chosen to be Stars of the week and celebrate their success on a Friday celebration assembly.

We have pupil progress meetings each term where we share information and children's next steps. This is an opportunity for parents to also ask any questions and learn how to best support their children in moving on their learning.

Inclusion

We value equality and diversity and strive for all our children to reach their maximum potential, irrespective of ethnicity, culture, religion, home languages, background, ability or gender. Our EYFS curriculum allows children to experience aspects of it at whatever level.

We strive to identify any additional needs as early as possible as this is crucial in supporting children's learning and development. We work closely with outside agencies and parents. We have termly updates with our SENCO to ensure that information is relevant and any bids for additional funding are in place as soon as possible. Parents are involved in any process where children have additional needs.

For more information, please refer to our school's SEND policy which can be found on our school's website.