



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Early Years Foundation Stage Policy

Date of Policy: February 2023

Member of Staff responsible: J. Whittingham

Review date: February 2026

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



AIM

At Mickleover Primary School we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Our EYFS aims to provide:

- Excellence for all children
- Partnerships between practitioners, parents/ carers and the community.
- Strong and secure personal, social, emotional and educational building blocks which enable children to thrive through school and later life
- Equality for all children, regardless of their start points or backgrounds.
- Robust safeguarding procedures

We adhere to the 'Statutory Framework of the EYFS,' and the four guiding principles that shape practice within Early Years settings. These are that:

- 1) Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- 2) Children learn to be strong and independent through positive relationships.
- 3) 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.
- 4) Children develop and learn in different ways and at different rates.

PRINCIPLES INTO PRACTICE

As part of our practice we:

- Provide a broad and balanced curriculum, based on the EYFS areas of learning, across the seven areas, using play as the fundamental approach which facilitates learning for all children.
- Plan opportunities that build upon, and extend children's knowledge, experience, skills and interests
- Develop the self-esteem and confidence of all children.
- Promote equality of opportunity and anti-discriminatory practice, using a wide range of teaching strategies, based on children's learning needs.
- Work in partnership with parents and carers, and within the wider context of the community.
- Plan challenging learning experiences to meet the needs of each individual child, informed by regular observation and assessment.
- Provide a wide range of opportunities to motivate and support children in order to help them learn effectively through activities that are adult-initiated and child-initiated. These link intrinsically to the characteristics of effective learning.
- Provide a safe, secure and supportive learning environment in which the contribution of all children is respected and valued.
- Monitor all children's progress and take action to provide support as necessary.
- Have rich and regular dialogue as an EYFS team, ensuring there are no missed opportunities for learning and next step development.



FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum, which aims to smooth the children's transition to us from the various pre-school settings our children attend. The learning opportunities we plan derive from the observations of children's needs, interests, and stages of development across the areas of learning. The rich daily dialogue from all EYFS practitioners plays a pivotal role in ensuring that planning is purposeful for the children. This enables our children to receive purposeful teaching and learning, with both adults and the environment supporting them with meeting the expected early learning goals (ELG).

All the seven areas of learning and development are important and inter-connected. The environment and continuous provision facilitates learning around these areas.

There are three areas, the **prime** areas, which are recognised for being crucial components for igniting curiosity and enthusiasm for learning, and for building the capacity for children to learn, form relationships and thrive. They are:

- Communication and Language (CLL)**
- Physical Development (PD)**
- Personal, Social and Emotional Development (PSED)**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which to explore, think creatively and be active. Both the indoor and outdoor environment are designed specifically to ensure that all children are able to play independently and collaboratively, and have the right equipment to do so. The spaces are reviewed on a regular basis to ensure that they are continuing to meet the needs of the children.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact and provide timely intervention to stretch and challenge children further.

ENABLING ENVIRONMENTS

At Mickleover Primary School we recognise that the environment plays a key role in supporting and extending children's development, we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play based learning is paramount and children have opportunities to self-access and direct their own learning.

Direct teaching and learning opportunities

Every day, all children will have whole group and small group teaching sessions. We teach daily phonics sessions using the 'Twinkl' phonics scheme, linked to Letters and Sounds, ensuring

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children are taught sounds in the context of real books. All pupils enjoy learning which stems from quality texts and links to a theme for the half term. The texts are used as a stimulus to support learning opportunities. Children participate in a daily maths session, linked to White Rose Maths plus a 15 minute communication, language and literacy session. Staff know the children well and are able to pitch the learning appropriately; challenging and extending children where appropriate using questioning.

During free-flow play, adults have different roles of either being an observer, co-player or extender. An observer observes, listens and interprets the child's learning and records this on stickers which are stuck in their learning journey. The co-player and extender role offers new challenges and supports pupils as they make links within their learning.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations on stickers which we stick in the children's learning journeys. The EYFS team meet together regularly to ensure that all the progress and wellbeing needs of the children are being met through professional dialogue focused on data analysis, intervention setting / impact monitoring and standardisation / moderation of evidence and observations to support assessments. Significant observations of children's achievements are collated in their own personal learning journey, which are regularly shared with children, parents and carers. In the autumn and spring term, parents are invited to attend a parents evening to discuss their child's learning and development. Within the final term, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

Inclusion

We value all our children as individuals at Mickleover Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children comfortably achieve the Early Learning Goals (ELGs). We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Parents as Partners and the wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals, with parental permission, to provide the best support possible.



TRANSITION

Children starting in FS2

To ensure a smooth and happy transition into our school setting, staff will firstly send home a questionnaire for parents to fill in and return to school. This is an opportunity for parents/ carers to share information with staff, and parents can request an individual call to discuss any concerns they have. The EYFS lead teacher compiles a list of feeder settings and visits any who are sending 5 or more children, and phones other settings to speak to key adults. When the child's place has been confirmed and the start date provided, children (and parents/carers) are invited to spend some immersive time in their new classroom, where they have a further opportunity to get to know their teacher and new classmates. Children enrolling during FS2 are welcome to spend some time in the setting with a parent/carer, prior to them attending independently.

Transition to Key Stage 1 (Year 1)

Moving up into a new phase of school life needs to be carefully planned. The children transitioning need to feel safe and secure with the changes, and parents/carers need clear information and support during this time. At Mickleover, we take transition seriously and consider the needs of all people involved. The transition into Year 1 from FS2 begins at the start of the summer term and begins with teacher story swaps, where the year one teachers come and read a story to the reception classes. Later in the term, the children go to the year one classrooms for their story swaps, before taking part in the whole school transition day in July.