



Clifton Lodge

CLIFTON LODGE
EARLY YEARS FOUNDATION
STAGE POLICY

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CLIFTON LODGE SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Introduction

In our school, we believe that every child deserves the best possible start and support to fulfil their potential when they begin to attend our setting. We realise that a child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and provides the foundation for children to make the most of their abilities and talents as they grow and develop. When parents choose our setting, we believe that they want to know that the provision we provide will keep their child safe and help them to thrive. Through the Early Years Foundation Framework, we give our parents that assurance, providing a safe, rich and stimulating environment for their children.

Children joining our school have already learnt a great deal, both in the home environment and in a range of early years settings that exist in our local community and further afield. Our Foundation children may commence our setting in Playgroup when they are rising three, Nursery when they are rising four or Reception when they are rising five.

The EYFS education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It acknowledges SEN and EAL needs, ensuring no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches young children's needs and activities that provide opportunities for learning both indoors and outdoors;
- It provides an enabling environment.

We believe that a high quality early years experience for our children provides a firm foundation on which to build future academic, social and emotional success, which feeds in to KS1 and beyond. Our school believes that every area of development - physical, cognitive, linguistic, spiritual, social and emotional is equally important.

Aims of the Foundation Stage

In our school we recognise that the overarching aim of the EYFS is to help the children in our setting to achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being by:

- **Quality and Consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A Secure Foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership Working** between parents/carers and professionals, including other settings that the child attends or has come from.
- **Equality of Opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS Principles, Themes and Practice

In our school we realise that effective practice in the EYFS are built on four guiding themes. They provide a context for the requirements and describe how we as key people and teachers should support the development, learning and care of the children in our setting. These themes are broken down into four commitments:-

A Unique Child

Our school recognises that every child is a competent and unique learner from birth who can be resilient, capable, confident and self-assured with support. The commitments are focused around development, inclusion, safety and health and well-being.

Positive Relationships

Our school recognises that children learn to be strong and independent from a base of loving and secure relationships with parents and a key person or teacher. The commitments are focused around respect, partnership with parents, supporting learning and the role of the practitioner.

Enabling Environments

Our school recognises that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning, support for every child, the learning environment and the wider context - transitions, continuity and multi-agency working.

Learning and Development

Our school recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

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

Our school puts the EYFS principles into practice in many ways, acknowledging that many are inter-related. The general features of good practice in the EYFS at our school are:

- the partnership between practitioners and parents, so our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that practitioners have of how children develop and learn and how this affects their teaching;
- the understanding that our practitioners have of children communicating in many different ways, not just by talking, but also in non-verbal ways such as gestures, facial expressions, in drawing, writing and singing, and through dance, music and drama.
- 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 knowledge, skills and understanding for the Early Learning Goals by the end of the Foundation Stage;
- Good planning to making the children's learning effective, exciting, varied and progressive.
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning and develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through on going 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 of 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 Foundation Stage.

Play in the Foundation Stage

Through play our children explore and develop learning experiences which help them make sense of the world. They practise and form 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 their fears in controlled and safe situations both in the indoor and outdoor environments. We provide well-planned experiences based on children's spontaneous play which helps them to learn

with enjoyment and challenge.

Inclusion in the Foundation Stage

In our school we believe that every child matters. We give our children every opportunity to achieve their best in every area. We do this by taking account of our children's range of life experiences when planning for their learning and always starting where the child is at.

In the Foundation stage we set realistic and challenging expectations that meet our children's needs so that most achieve many of the Early Learning Goals by the end of the stage. Some progress beyond this point. We achieve this by planning to meet the needs of children with special educational needs, children who are very able, children with disabilities, children from a variety of social and cultural backgrounds, children from varied ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of our children through:

- planning opportunities that build on and extend children's knowledge, experience and interests and develop their self-esteem and self-confidence;
- using a wide range of teaching strategies based on the children's learning needs;
- providing a wide range of opportunities to motivate and support children and help them learn effectively and become independent learners;
- providing a safe and supportive learning environment in which the contribution of every child is valued and children can be actively involved in their own learning;
- using resources which 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
- regular observations to ensure children access all areas of provision and experiences.

The Foundation Stage Curriculum

The curriculum of the Foundation Stage (see Appendix 1) underpins all future learning by supporting, fostering and developing children's:

- personal, social, and emotional well-being;
- positive attitudes towards their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development;
- creative development;
- spiritual development.

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences our children meet and enable them to develop a range of competencies, skills and concepts across the areas of learning, including Music, Dance, French and Gym which are taught by specialist teachers. The Early Learning Goals provide the basis for planning throughout the Foundation Stage, relating this to observations of the children. Teachers' planning is both long-term and short-term, identifying the intended learning outcomes for children working towards the Early learning Goals and beyond in some cases.

Assessment

We regularly assess our children's learning and use this information to ensure future planning identifies and reflects needs. Assessment in the Foundation Stage takes the form of on going observation, involving the key person/people, teachers and the teaching assistants and the children.

A baseline assessment and an SAS assessment of all children's abilities and needs is made during their first half term in the Reception year. This information is used to modify the teaching programme for individuals and groups of children.

Our practitioners keep a Foundation Stage profile and portfolio relating to each child where examples and evidence of the children's development in all areas are recorded. These profiles and portfolios contain a wide range of evidence which is shared on Parent's Evenings held every term and in written reports at the end of the first and third terms. There are assessments when a child is aged between 2 and 3 years and at the end of the academic year when they turn 5. These are not tests for the child - the assessments are based on EYFS practitioners' observations. Information from these assessments is used for parents, practitioners and teachers to support children's learning and development. At the end of the academic year when a child turns 5, the practitioner records each child's development by watching the child playing and in the classroom. The completed assessment is known as the 'early years foundation stage profile'. This is used to help the year 1 teacher plan lessons for the children

Early years learning concentrates on 7 areas split between prime and specific areas of learning:

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The Role of Parents

We believe parents have an important role to play in the education of their child. We recognise this through:

- talking to parents about their child before the child commences at our school;
- inviting all parents and children to an induction meeting during the term before the child starts school;
- inviting the parents to write a biography of their child, based on 'my unique child'; To start Sept.2016.
- offering parents opportunities to discuss their child's progress both formally and informally;
- encouraging parents to talk to their child's teacher at any time if they have any concerns;
- having flexible settling in arrangements that enable both the child and the parent to become secure at the start of school and allowing parents to stay if there are problems with a child settling;
- offering parents the chance to involve themselves in their children's education by talking to the class about any area of expertise they may have, reading stories, celebrating festivals and helping with outings.

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 select from the activities on offer, as we believe this encourages independent learning.

Extra-curricular Activities

A limited number of after school activities are available for the Reception classes, including drama and ballet. These activities are run by specialist teachers and are optional but they give the children the opportunity to develop additional skills and socialize with children outside their own class.

Safeguarding and Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements we have in place are designed to create a high quality setting, which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. The curriculum is delivered in both indoor and outdoor environments and all members of staff are aware of the Health and Safety issues within these environments. Pupils are also taught to recognise hazards in practical activities and in different environments and take steps to control

risks both for themselves and others.

We take all necessary steps to keep our children safe and well by:

- Ensuring the suitability of adults who have contact with the children;
- Promoting good health;
- Managing behaviour;
- Maintaining All records, policies and procedures;
- Making sure that all staff have appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities;
- Making sure that all staff receive induction training, which includes information about emergency evacuation procedures, safeguarding, child protection, health and safety issues and the equality policy.

Clifton Lodge EYFS Moderation Policy

The Early Years Foundation Stage Profile provides a rounded picture of a child's progress and development in relation to the Early learning Goals at the end of the Foundation Stage. Recording the 17 judgements in the EYFS profile is essential and collecting differing forms of evidence can be quite confusing. The Foundation Stage Co-ordinator is there to support all Foundation Stage staff with the EYFS. This will also include evaluating the characteristics of effective learning and teaching for both children and staff.

The Role of the Foundation Stage Co-ordinator:

- To ensure that all Early Years staff are given training on EYFS guidelines through insets and workshops, both internally and through Ealing (local Borough), These training sessions will be available as needed.
- To liaise with and attend Network and EYFS meetings/course/audits.
 - To moderate Reception classes EYFS evidence once a year against all 7 areas of learning by internal moderation activities. Key people and teachers will have the benefit of internalising the pitch of the scale points, feel more confident in making judgements and be more consistent with fellow colleagues' evidence and judgements made.
- To moderate evidence in the Nursery and Reception Learning Journey's/Journals and to give advice on evidence and observational skills.
- To ensure that information is gained and shared between staff, parents' and children through:
 - The Unique Child Form
 - Settling in information form
 - Children's self- assessments
 - Next steps
 - To advise all Foundation Stage staff .
 - To be available to answer queries by all Foundation Stage staff.
 - To reassure all Foundation Stage staff on their evidence and assessment judgements.
 - To order EYFS Resources for Learning Journals/Journeys for staff and children.

CURRICULUM CONTENT

We concentrate on developing the following areas during the Early Years and Foundation Stage:-

PHYSICAL DEVELOPMENT

We will support children's physical development by providing opportunities to develop:

Knowledge and understanding of:

- parts of the body and how they move
- what bodies can/can't do
- the importance of health and hygiene
- the need for safety
- how to use equipment and tools

Skills:

- co-ordinating eye/hand /body
 - agility
 - balance
 - body awareness
 - manipulation
- using equipment
getting changed
using tools
spatial awareness

Attitudes:

- confidence
 - persistence
 - reflection
 - caution
 - co-operation
 - tolerance
- sense of achievement
perseverance
patience
coping with failure
sensitivity

SPIRITUAL AND MORAL DEVELOPMENT

We will support children's spiritual and moral development by providing opportunities to develop:

Knowledge and understanding of:

- the multi-cultural society in which we live
- the stages and significance of life events
- stories attached to festivals and celebrations
- one's actions having consequences
- codes of behaviour

Skills:

- Behaving according to the code of the school
- Making choices

Attitudes:

- Appreciate differences
 - Caring for others
- Respect for others
Valuing the natural world

SOCIAL AND EMOTIONAL DEVELOPMENT

We will support children's social and emotional development by providing opportunities to develop:

Knowledge and understanding that:

- they are valued as individuals
- they experience a range of emotions
- other people have feelings

- there is acceptable and unacceptable social behaviour
- they are part of a group
- they belong to a wider community
- there are differences in culture, ethnic heritage, ability
- “different” means neither better nor worse

Skills:

- Co-operating with others
 - Becoming independent
 - Using appropriate behaviour
 - Coping in a variety of situations and changes to routine
- Expressing emotions
Taking turns
Sharing

Attitudes:

- Caring
 - Respect
 - Co-operation
 - A sense of fairness, justice and honesty
- Empathy
Sympathy
Truthfulness

MATHEMATICAL DEVELOPMENT

We will support children’s mathematical development by providing opportunities to develop:

Knowledge and understanding of:

- Number
 - Measurement (time, weight, length, capacity)
 - Pattern, symmetry and positional relationships
- Shape and space

Skills involved:

- Sorting
 - Classifying
 - Matching
 - 1:1 correspondence
 - Problem solving
 - Using mathematical language
- Estimating
Comparing
Sequencing
Measuring
Reasoning
- Predicting
Testing
Reflecting
Counting
Logic

Attitudes:

- Confidence
 - Questioning
 - Tenacity
- Persistence
Curiosity
Determination
- Enthusiasm
Critical reflection

LANGUAGE DEVELOPMENT

We will support the children’s language development by providing opportunities to develop:

Knowledge and understanding of:

- the names of people and things in the learning environment
- how to express needs
- that people speak different languages
- the social conventions of conversations
- when and how to listen
- a wide vocabulary and grammatical structures

Skills:

- Explaining
 - Predicting
 - Expressing needs
 - Acting
 - Listening in large and small groups as well as 1:1
- Describing
Negotiating
Retelling stories
Turn taking
- Questioning
Asserting
Imitating
Conversing

Attitudes:

- Confidence to speak up
 - Enjoyment
 - Respect for others’ views
- Tolerance
Persistence

LITERACY DEVELOPMENT

We will support children's literacy development by providing opportunities to develop:

Knowledge and understanding that:

- books tell stories and give information
- print conveys meaning
- words have meaning
- there is a variety of print, languages and script
- there is a variety of purpose for writing
- letters make up words
- English is written left to right
- stories have structures
- books must be handled properly
- writing and drawing can convey thought
- there is a variety of way to make marks

Skills:

- | | | |
|---|-------------------------------|-------------------|
| • Predicting | Interpreting | Retelling stories |
| • Recognising letters | Rhyming | Letter formation |
| • Concentration | Using graphic tools correctly | |
| • Recognising name and other relevant words | | |

SCIENTIFIC DEVELOPMENT

We will support the children's scientific development by providing opportunities to develop:

Knowledge and understanding:

- that there is a variety of living things which includes humans
- that there is a variety of materials
- that materials can be classified by properties
- that change occurs (e.g. the effect of heat)
- of the names of parts of the human body
- of the names of animals, plants, seasons, etc.
- of activities which involve electricity, magnetism, forces, energy, sound and light
- about the passage of time

Skills

- | | | |
|-----------------|---------------|-----------------|
| • Observing | Questioning | Experimenting |
| • Investigating | Hypothesising | Predicting |
| • Comparing | Describing | Problem solving |

Attitudes:

- | | | | |
|------------------------------|-----------|--------------------------|----------------------|
| • Confidence | Curiosity | Perseverance | Appreciation |
| • Co-operation | | Persistence | Respect for evidence |
| • Enthusiasm | Interest | Enjoyment and excitement | |
| • Caring for the environment | | | |

TECHNOLOGICAL DEVELOPMENT

We will support the children's technological development by providing opportunities to develop:

Knowledge and understanding:

- of how to use equipment and materials safely
- that a variety of materials can be used to make things
- how to follow a series of instructions
- that ideas can be represented by drawing, writing and model
- that machines and equipment can be used for different purposes
- of the use of computers and other information technology

Skills:

- | | | |
|-----------------------|---------------------|---------------------|
| • Experimenting | Exploring | Observing |
| • Follow instructions | Planning and making | Communicating ideas |

- Selecting materials appropriate for the task

Attitudes:

- | | | |
|---|--------------|-----------|
| • Confidence | Co-operation | Curiosity |
| • Interest | Persistence | Tolerance |
| • Appreciation of the ideas and creations of others | | |

AESTHETIC AND CREATIVE DEVELOPMENT

We will support children's aesthetic and creative development by providing opportunities to develop:

Knowledge and understanding that:

- there is a variety of materials to make things
- different colours exist
- colours can be mixed
- their work will be appreciated
- there is a variety of ways of representing thoughts, feelings, etc.
- they can make various sounds with their own bodies
- different instruments make different sounds
- their bodies can move in space, in different ways and to different rhythms, sound and music
- understand what is required in taking different roles

Skills:

- | | | |
|---|-----------|---------------|
| • Confidence | Observing | Representing |
| • Concentrating | Listening | Experimenting |
| • Using a range of media and tools; handling a variety of instruments | | |

Attitudes:

- | | | |
|---|-------------|--------------|
| • Confidence | Imagination | Persistence |
| • Enthusiasm | Excitement | Perseverance |
| • their bodies can move in space, in different ways and to different rhythms, sound and music | | |
| • understand what is required in taking different roles | | |

Skills:

- | | | |
|---|-----------|---------------|
| • Confidence | Observing | Representing |
| • Concentrating | Listening | Experimenting |
| • Using a range of media and tools; handling a variety of instruments | | |

Attitudes:

- | | | |
|--------------|-------------|--------------|
| • Confidence | Imagination | Persistence |
| • Enthusiasm | Excitement | Perseverance |

Appendix 2

Clifton Lodge EYFS Assessment Calendar 2016 / 17 (Appendix 2)

	Reception
Autumn 1 Week 2	GL Baseline - Digital (Tablets / IPad)
Autumn 2 Week 11	Teacher assessment
Spring 1	
Spring 2	Teacher assessment
Summer 1	
Summer 2	GL Baseline - Digital (Tablets / IPad)