



Early Years Foundation Policy

Reviewed:
Ratified by the Governors:
Due for Revision:

Aims and purposes of this Policy

Early Years Foundation Stage Policy

Introduction

At George Tomlinson Primary School, we follow the Early Years Foundation Stage. We value each child's starting point and create an environment where learning is purposeful, enjoyable and celebrated.

We create a safe, happy and inclusive environment that aims to develop children's resourcefulness, knowledge, confidence and independence. Through a broad and balanced curriculum we consider carefully children's interests, needs, enthusiasms and individual learning styles. We nurture children's wellbeing and love of learning. Each child is supported to reach their full potential regardless of their background, nationality, gender or ability.

At George Tomlinson Primary School our Early Years Foundation Stage (EYFS) consists of:

- Pre-nursery class for children aged 2 to 3
- A nursery class for children aged 3 to 4
- Three reception classes for children aged 4 to 5

The Early Years Foundation Stage

The EYFS is based on 4 principles:

1. A Unique Child

We recognize every child is a competent learner ready to learn in an individual way and at their own pace. Each child at our school is considered an active learner with an unlimited scope of development and learning. We support children to develop a positive attitude to learning.

Inclusive Practice

The school has an international character where wellbeing and respect for different people, cultures and ideas are upheld as key values.

All children and their diverse needs are equally valued. We consider diversity of needs,

interests, background and experience in all areas of the school. We work to promote individual talents, interests and skills by observing strengths, talking to parents and sharing observations to enhance and promote successes. We encourage high levels of motivation and set realistic but challenging expectations.

George Tomlinson is a very diverse multicultural and multilingual school. We value the many languages children speak in addition to English. Many children are also well travelled from an early age. We commemorate special events in different cultures in class and celebrate different cultural festivals throughout the year.

We meet the varying needs of children through:

- Planning opportunities that build on children's knowledge and experience
- Using a range of teaching and learning strategies based on children's needs
- Provide a stimulating environment to motivate children's learning where the contribution of all children is valued
- Use resources which reflect diversity and are free from discrimination and stereotyping
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live including role-play areas
- Provide activities relating to a wide range of religious, ethnic and cultural celebrations
- Planning challenging activities according to children's level of development
- Monitoring children's progress and take appropriate action to support as necessary
- Please also see school SEN Policy.

Keeping Safe

We teach children about boundaries, rules and limits and support them to understand why they exist. Children are enabled to explore their school environment and take safe risks within appropriate limits. The children learn how to recognize and avoid hazards.

Please also see school policies: Safeguarding, Child Protection, Health and Safety, Behavior in the Foundation Stage, Risk Assessments, (Uncollected Children, Lost Children)

Health and Wellbeing

George Tomlinson Primary School is a 'nut-free' environment.

Children's medical and dietary needs are made known to the school prior to a child starting and this information is known to staff on the internal staff portal

Children have access to drinking water at all times

Children can independently help themselves to a range of snacks, cereal, toast or crackers and are encouraged to make this themselves with a choice of milk or water to drink.

Children have the option of bringing in their own lunch or can opt for a school hot lunch.

The menu for the week is published in the weekly newsletter.

Each classroom has a sink area

Parents/Carers are advised to provide children with sun hats and sun cream during the summer months

Outdoor play areas provide shaded areas

All staff at George Tomlinson are suitable to do so and hold a DBS check

We ensure that the premises, environment and equipment is safe and suitable for purpose
Records, policies and procedures are maintained as required for the safe and efficient management of the school

Please see school policies: First Aid Policy, Medicine Policy, Accident and Incident Policy, Intimate Care Policy, Recruitment Policy, Complaints Policy, Health and Safety Policy

Welfare and Safeguarding

Fundamental British Values

George Tomlinson is committed to incorporating and promoting British Values within our teaching and the children's learning experiences.

Prevent Duty

All staff at George Tomlinson have undergone training regarding the Prevent Duty and are aware of procedures that need to take place as necessary.

Please see School Policies: Safeguarding, Child Protection

2. Positive Relationships

We support children to become strong and independent learners. We value highly the strong collaborative relationships developed between the school, child and the family. We value parent involvement within the school and encourage parents to take an active role whilst their child is in our care. For example, WOW cards, communication in the reading records, library reading, talks and workshops run by parents, parent volunteers on school trips and Forest School and their contributions to their child's learning journey folder.

Partnership with Parents

At George Tomlinson Primary School we enjoy strong partnerships with parents. We particularly promote and encourage parent involvement in activities, workshops, family days and sharing their skills and talents with the children.

Successful parent partnerships are built through:

School tours as prospective parents

Information on the school website

Induction sessions and transition meetings for children to visit the school prior to their start at George Tomlinson

- Parents complete induction forms
- Regular school newsletters keep parents informed of the life of the school

- Class teachers are available at the start and end of each session for informal discussions and for parents to ask any questions
- Written communication with the class teacher and the school is available through school emails
- Parent-Teacher meetings are held each term and at the end of focus weeks
- A written report is given to parents at the end of each academic year
- Parents and teachers communicate via the school email
- In Reception, parents communicate through the reading diary regarding their child's reading progress
- Parents are invited on School Trips as helpers and to workshops and family days
- George Tomlinson holds a range of events throughout the year enabling collaboration between parents, staff and the school community

Key Person

We have a diverse and experienced workforce who supports the children to achieve their potential, whilst demonstrating sensitivity to children's individual concerns and interests.

The Nursery the class teacher is the key worker to all children but is supported by two key workers with other additional staff support throughout the day. Both key workers strive to bond with all the children to encourage confidence and independence, as well as providing continuity if one key person is missing.

Each Reception has a teacher and a full time Early Years practitioner working with a class of up to 30 children.

Supporting Learning

Staff work closely with the school SEND Manager in supporting learning and providing additional provision as appropriate. We value the importance of early identification of children with additional needs in order to give the support they require.

Please also see SEN Policy.

We aim to provide a smooth transition for children throughout the EYFS and into Year 1. A smooth transition is supported by:

- Effective communication between class teachers
- Transition meetings between relevant staff at the start of each academic year to share information about each child's learning and development
- Occasional joint play times between EYFS and KS1
- Visits to their new classrooms in the Summer Term
- When children enter the school in Reception parents are encouraged to complete an 'All About Me' questionnaire to support transition and inform planning

We also aim to provide a smooth transition from Nursery to Reception, the transition starts at the beginning of Summer 2 term in June.

- Parent open mornings
- Effective communication between class teachers
- Transition meetings between relevant staff at the start of each academic year to share information about each child's learning and development
- Transition visits for Nursery children to their reception classes
- Meet the teacher afternoons
- Home visits for new children coming to the school.
- Early Years Foundation Stage Festival. (A celebration for all new parents and children to the school).

Nursery Transition is set over the same period of time from the beginning of Summer 2.

- Parents attend weekly workshops to learn about how the children will be learning in the nursery, while their children explore their new setting and become familiar with the adults and environment.
- All new children to Nursery receive a home visit by the Nursery staff in the first week of September or before they are due to join.

3. Enabling Environments

The school environment plays a key role in supporting and extending a child's development. George Tomlinson offers a diverse and imaginative learning environment with stimulating indoor and outdoor learning opportunities, actively engaging children's knowledge, skills, attitudes and actions.

Observation, Planning and Assessment

A range of methods are adapted to record children's progress in different learning contexts, both adult lead and child initiated. Observations of children include narrative, short and anecdotal observations, photographs, video recording and samples of children's work. This provides an ongoing assessment tool, giving a picture of the developing child whilst also monitoring achievement. Observations demonstrate children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated both formally and informally and learning opportunities are planned to support children to make the next steps and progress.

We have focus weeks for children rather than focus activities. Parents are notified before a child's focus week and asked if there is anything significant happening in their home life. During a child's focus week, adults in the setting record any significant teaching or interactions they have had with that child. At the end of the week there is a meeting again with the parent to discuss their learning and next steps. Several copies of the child's focus week sheet are made, one goes to the parent and the other goes into the child's profile.

Curriculum is planned to allow children time to become deeply involved in child initiated activities, taking into account their strengths, interests and needs, as well as the teachers' understanding of what necessary skills will help each child to achieve their objectives. Indoor and outdoor play based activities encourage child-initiated as well as some adult-led activities.

In Reception, the curriculum is organised as Nursery, providing the children with learning opportunities based on their interests, allowing them time to become deeply involved in activities of their choosing. Morning and afternoon sessions start with class meetings, where a new theme, concept or book introduced and challenges are set. Carpet sessions are planned according what objectives the children need to cover and skills they need to learn. Phonics is delivered through Read write inc. just before lunch. At the end of the day, children share their learning through stories and discussion.

'Target Tracker' is used to track the progress children are making each half term and data is used to assess the learning needs of key groups of learners. The teachers are able to make a realistic evaluation of the children's progress through regular internal moderation within the school. At the end of the year it provides a summary of each child's development and learning achievements in all areas.

The Progress Check at 2 is completed for children in Nursery and gives a clear picture of individual children's development. A short written summary of each child's development in the prime areas is shared with parents. The progress check is formulated from ongoing assessment and observations.

The Learning Environment

The Early Years classrooms are arranged with defined areas to provide children with experiences and activities in all areas of learning. All Areas of the classroom allow all areas of learning to take place; role play, construction, creative area, small world, Literacy and Mathematics. Children have opportunities to use areas all of the time to meet the needs of their interests. We aim to make learning as active and practical as possible and recognise the importance of play as the basis of children's learning.

The outdoors is an important aspect at George Tomlinson. We value the opportunity to play outside in all weather throughout the year and children have access to play outdoors every day. Children also visit our field and Wansted Flats regularly.

4. Learning and Development

We value all areas of learning and aim to provide a broad, balanced and differentiated curriculum. The seven areas of learning and development are divided into three Prime Areas and four Specific Areas.

The Prime Areas are:

- Communication and Language
- Personal, Social and Emotional Development

- Physical Development

The Specific Areas are:

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

The characteristics of effective learning in the prime and specific areas are interconnected as follows:

- **Playing and Exploring** – Through play we encourage children to use their senses to explore the world around them and their environment. Children are supported to take safe risks, engage, follow their interests and ‘have a go’ at new challenges
- **Active Learning** – As children develop their confidence they learn to make decisions, develop motivation and interest, develop independence and take ownership of their own learning.
- **Creating and Thinking Critically** – Children have the opportunity to be creative in all areas and can access resources in order to make their own decisions to extend their learning. Staff scaffold children’s development and thinking skills through supporting children’s ideas, asking open-ended questions, offering challenge and encouragement.

Play and Exploration, Teaching and Learning

The EYFS at George Tomlinson has a play based approach to learning and development. Well-planned and purposeful play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Through play, children explore and develop learning experiences which help them make sense of the world. They develop thinking skills, independence and self-discipline. Children have opportunities to be creative, experiment and test ideas. They are intrinsically motivated by their own interest to become engaged and involved in their chosen explorations to allow deep learning to take place. They are given the time and space to do this but with guidance and support of the staff that are on hand to deliver ‘teachable moments’, the times when children are moved on and can progress.

Teaching and learning opportunities ensure children develop physically, linguistically, intellectually and emotionally. It builds on what children already know and can do and inspires a confident disposition to learning through meaningful, imaginative, challenging and enjoyable experiences. We value the development of the whole child and children at George Tomlinson are highly resilient.

In Reception children are introduced to formal phonics teaching using Read Write inc. They are immersed in books and literacy through story telling and scribing. Maths is taught mostly through play and exploration, any input is as interactive and practical as possible with skills and concepts consolidated during child initiated play. Children progress at their own pace from concrete to abstract, with the emphasis on exploration and problem solving during purposeful and real activities. Children are provided with the skills they will need in year 1.