



**GLADSTONE ROAD
PRIMARY SCHOOL**

**EARLY YEARS
FOUNDATION STAGE
POLICY**

“Every child deserves the best possible start in life and support to reach their full potential. 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 it provides the

foundation for children to make the most of their abilities and talents as they grow up.”
Statutory Framework for the Early Years Foundation Stage Department for Education

(2012)

Aims

- To develop positive relationships with parents and carers, to build a strong partnership in supporting their children’s learning and development.
- To provide a broad, balanced, relevant and creative curriculum with a solid and strong foundation in the three prime areas of learning, and the four specific areas of learning.
- To provide high quality learning experiences that correspond to each child’s developmental stage through careful observation, assessment, and that guide children towards the achievement of the Early Learning Goals at the end of the EYFS.
- To provide a happy, safe and stimulating environment, one in which provides challenge, and promotes a positive attitude to learning.
- To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.

Introduction

At Gladstone Road, children join us at the beginning of the school year, following their fourth birthday. The children are based in four classes and each pair of classes work together sharing two indoor spaces and one outdoor space. Within the Early Years provision there are 4 teachers and 4 teaching assistants.

We offer a graduated approach to full time education in which children begin part time for the first week before attending school full time.

At our school we aim to provide high quality learning experiences that encompass the four key principles outlined in the EYFS statutory framework.

- Every child is a **unique** child who learns in different ways and can be resilient and confident.
- Children can learn to be independent when **positive relationships** are fostered.
- Children learn and develop well in **enabling environments** where there is a strong relationship between practitioners and parents and carers.
- Children learn and develop in **different ways** and at **different rates** to their peers.

Learning at Gladstone Road

We use the Early Years Foundation Stage curriculum to plan learning experiences and ensure that we offer adult guided and child initiated activities alongside each other, as a balance is needed to achieve the end of year expectations.

We plan activities that cover the Prime areas of learning

- Personal ,Social and Emotional Development
- Communication and Language
- Physical Development

But we also teach the four specific areas, following Letters and Sounds to teach a highly structured phonics programme.

The specific areas are

- **Literacy** (Reading and Writing)
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

We also ensure that we incorporate the characteristics of effective learning into our overall curriculum.

- **Playing and exploring** – children will have opportunities to investigate and pretend with objects and 'have a go.'
- **Active learning** – children will have time to focus on an activity for a prolonged length of time and be proud of their end results.
- **Creating and thinking critically** – children are able to think of their own ideas and find new ways of doing things.

Planning

At Gladstone Road we support all children to become independent learners. We provide a broad curriculum with a strong emphasis on music, especially in our mathematics curriculum. We use this as a vehicle to help children learn mathematical facts in a fun, stimulating way.

We plan challenging activities to extend children's learning in the indoor and outdoor environment. We have weekly adult guided activities outside to extend the children's literacy and mathematical skills. We also have a weekly or fortnightly 'Big Book' theme which we base our curriculum enhancements on and use this to develop the children's interests. We use exciting themes to encourage the children and their parents to develop key

questions based on something they want to find out about a topic. We use these questions to enhance our 'writing for a reason' encouraging the children to write letters, lists and draw maps to develop their literacy skills.

Children experience daily phonics, reading, writing and mathematics sessions, some in whole class settings and some in small teacher guided groups.

We meet as a team weekly to plan children's next steps in their learning and to discuss the whole child's needs, academically as well as emotionally.

Assessment

"Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development." (EYFS Statutory framework 2017)

All staff assess and observe children daily and use this information to make sure that future planning reflects identified needs. We record all of our observations in the children's online EExAT learning journey and endeavour to include the breadth of the curriculum. Parents are encouraged to respond to their child's learning and achievements in the online journal.

Within the Summer term of the EYFS parents will receive a written report of their children's progress and achievement in the Early Learning Goals and the characteristics of learning.

All classes operate a dojo system in school which celebrates children's achievements as well as exemplary behaviour within school.

Teaching and Learning

At Gladstone Road children in the EYFS participate in individual, group and whole class activities. As the year progresses group activities become slightly longer to take into account the child's increasing maturity and concentration.

We aim to encourage the children to be independent learners and to encourage this we place an importance on play underpinning the whole curriculum. Children make sense of the world when they are playing and are able to practise narratives as they act out situations in their play. It is important that they are able to orally say things as this is a precursor to writing.

"Learning through play is the most powerful way for children to develop understanding." (Anna Ephgrave In the moment Planning)

The Learning Environment

In our school we recognise that the environment plays a significant role in facilitating children's learning.

We strive to ensure that the indoor spaces are well organised with clearly labeled and attractive resources. These are organised for children to access with or without the support of an adult.

Two of our classes share an outdoor area and we try to ensure that the two outdoor areas mirror each other so that there is consistency in the provision we offer throughout the four classes. Being outdoors offers learning on a 'big' scale and children are able to be physically active and access sand, water, construction, bikes, a mud kitchen and drawing on the playground with their friends.

“Outdoor learning complements indoor learning and is equally important. Play and learning that flow seamlessly between indoors and outdoors enable children to make the most of the resources and materials available to them and develop their ideas without unnecessary interruption. Outdoor learning encompasses all that children do, see, hear or feel in their outdoor space. This includes the experiences that practitioners create and plan for, the spontaneous activities that children initiate, and the naturally occurring cyclical opportunities linked to the seasons, weather and nature.”

(EYFS Statutory framework 2017)

Parents as partners

We recognise the importance of forging positive relationships with parents and carers. We operate an open door policy and value the parent's views and concerns.

We hold stay and play sessions in the Summer term to give families an opportunity to meet their new teacher prior to starting school. We also invite parents to an induction meeting prior to their child starting at our school.

We encourage parents to take part in their child's learning by taking part in Stay and Play sessions, early morning reading with their child and Christmas productions.

We forge links with the local community by taking the children to the SJT theatre and a local farm as well as having authors and other visitors visit our settings.

Safeguarding and welfare At Gladstone Road, it is important to us that all our pupils are 'safe'. We aim to educate our children on boundaries, rules and limits. We provide children with choices to help them develop important life skills and teach them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Gladstone Road Safeguarding Policy.)

We are legally required to comply with certain welfare requirements as stated in the *Statutory Framework for Early Years Foundation Stage*. We aim to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their need.

Inclusion

- We value the diversity of individuals within Gladstone Road and believe that all our children and their families matter. All our pupils are treated fairly whatever their race, gender, religion or abilities. We give them every opportunity to achieve their best, by taking account of their range of life experiences when planning for their learning.
- In the Early Years, we set realistic and challenging expectations for all our pupils: boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- We meet the needs of all our children through planning opportunities that build upon and extend their knowledge, experience and interests, and we develop their self-esteem and confidence using a broad range of teaching strategies based on their learning needs.

Transition

We have a good relationship with our feeder nurseries and all staff visit the children in their nursery setting prior to the children starting at our school. When the children start our school in September they spend the first week attending morning or afternoon sessions and then full time sessions the week after.

Starting school can be an unsettling time for some children so we plan the first few weeks carefully to ensure that the children settle quickly and are happy within their new setting.

Monitoring and Review

Document Status		
Date of Next Review: April 2021	Responsibility	<i>Resources Committee</i>
Date of Policy Creation: April 2020	Responsibility	Sarah Stuart
Date of Policy Adoption by Governing Body:	Signed:	
Method of Communication: Website, Staff Network		

The Headteacher, Foundation Stage coordinator and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule. There is a named Governor responsible for EYFS. The Governor regularly does a monitoring visit of the EYFS and provides feedback to the EYFS leader and Governors.

Adopted by the Governing Body:

Signed: