



Warren Farm Primary School Early Years
Foundation Stage Policy 2022
including Transition



Early Years Foundation Stage Policy

including Transition

Name of school: Warren Farm Primary School

Date of Policy: September 2022

Member(s) of staff Responsible: Mrs S Bradley and Miss Hannigan

Review Date: September 2023

Rational

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Warren Farm Primary School most children join the nursery when they are three years old. They start in our reception class in the September after they are four years old.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

Statutory Framework for the Early Years Foundation Stage (DfE 2014)

Aims

- We aim to ensure that *"children learn and develop well and are kept healthy and safe"*
- We aim to give the children a *"broad range of knowledge and skills that provide the right foundation for good future progress through school and life"*.

Statutory Framework for the Early Years Foundation Stage (DfE 2014)

Four principles

The EYFS is based upon four principles:

- **A Unique Child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - 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 carers.
- **Learning and Development** Children develop and learn in different ways.

Development Matters in the Early Years Foundation Stage (DfE 2014)

Unique child

At Warren Farm Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Warren Farm Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. Children's individual needs are always discussed with the SEND co-ordinator in accordance with the school's SEND policy. At times we may involve other agencies for example speech therapists and educational psychologists.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Ensuring all children have equal access to all provision available.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Assessing children, taking into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.
- Monitoring children's progress and taking action to provide support as necessary.

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."

Statutory Framework for the Early Years Foundation Stage (DfE 2014)

At Warren Farm Primary School it is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We comply with the statutory safeguarding and welfare requirements as detailed in the Statutory Framework for Early Years Foundation Stage (DfE 2014). (See Whole School Safeguarding Children Policy)

Healthy Lifestyles

Children have free access to water throughout the day. They also have morning snack with milk or water. All children enjoy a piece of fruit during the afternoon. Lunch is served in our dining room between 11:30 - 12:00. It is prepared and cooked in school and includes a vegetarian and non-vegetarian choice.

Positive Relationships

At Warren Farm Primary School we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- Visiting children and their families at home before they start school.
- Inviting families to open day sessions before they start school.
- Inviting all parents to an induction meeting before their child starts school.
- Having an 'open door' policy and greeting each child's family every morning and at the end of the day.
- Arranging activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, class trips, family workshops particularly in relation to reading, talk for writing and phonics, family story times, and sharing celebrations.
- Encouraging parents to talk to their child's teacher or key person as soon as they become aware of any concerns. We invite parents to a formal meeting three times a year at which the teacher and parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year.
- Sharing learning journeys with families. We ask parents about their child at home and encourage their involvement in the development of the learning journeys.
- Regularly sharing information with parents through parents' notice boards and newsletters.
- Providing practical activities to encourage children to learn with their families at home. These include reading books, access to online books, library books, high frequency words, number key rings, phonic dictation books and 'letters and sounds' activities.

Key Person

All staff in our foundation stage aim to develop good relationships with all children, interacting positively and taking time to listen. In Nursery, all children are allocated their own 'key person' to help them to become familiar with nursery routines; to offer a settled relationship for the child and to build a relationship with their parents. In reception, the class teacher is the key person to all children in his/her class, supported by the teaching assistants.

Enabling environments

At Warren Farm School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Our Foundation Unit is organised to allow children to explore and learn securely and safely. Risk assessments are completed regularly on all areas of the EYFS environment. There are areas where the children can be active, be quiet and rest. The unit is set up in learning areas, where children are able to find and locate equipment and resources independently. The Foundation Unit has its own outdoor areas. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Warren Farm Primary School we recognise that "*children develop at their own rates, and in their own ways.*"

Development Matters in the Early Years Foundation Stage (DfE 2014)

"Each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults."

Statutory Framework for the Early Years Foundation Stage (DfE 2014)

Child-initiated play

At Warren Farm School we provide a balance between activities led by children and activities led or guided by adults. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As the children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

"The action of a child choosing to extend, repeat or explore an activity. This activity may or may not have been introduced or prompted by an adult. It is the child's innovation within or of the activity which is important and relevant to child initiation. An adult maybe present and maybe supportive but not directive... Child initiated activity and exploration provides an important insight into the depth of a child's learning. When leaning is fully mastered the child is able and motivated to employ that learning unprompted."

Statutory Framework for the Early Years Foundation Stage (DfE 2014)

Characteristics of Effective Learning

In planning and guiding children's activities, teachers reflect on the different ways children learn and reflect these in teachers' practice. Three characteristics of effective learning are:

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

Development Matters in the Early Years Foundation Stage (DfE 2014)

Areas of Learning

At Warren Farm Primary School we provide a rich learning environment which gives our children the opportunities to develop in all areas of learning. The following areas of learning are not delivered in isolation; they are equally important and depend on each other:

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Development Matters in the Early Years Foundation Stage (DfE 2014)

Communication and language

We assess children's speech and language development throughout the Foundation Stage. We plan specific language activities to support children's language development throughout nursery and reception. On occasion it may be necessary to refer children to speech therapy for additional support. We are fortunate that the school employs its own speech therapist who visits every Thursday. She works with children individually and in small groups and completes written reports for staff and parents.

Physical development

Children have access to activities which promote fine and gross motor skills, both inside and out. We also have a specific room to further promote children's physical development through soft play activities. When the children are ready, we follow the 'Penpals' handwriting scheme in line with the rest of the school.

Personal, social and emotional development

A child's personal, social and emotional development is crucial to learning in all areas and it is therefore embedded in every conversation, activity and lesson. We draw on a range of resources including those from 'SEAL' and Ros Bayley. We also have regular circle times to address any issues as they arise.

Literacy

We provide lots of opportunities for our children to engage with books and poetry that fire their imagination and interest. They are encouraged to choose and peruse books freely as well as sharing them when read by an adult in story time and as part of their literacy lessons.

Warren Farm is a 'talk for writing' school. This begins in nursery and continues throughout reception and the rest of the school.

We use the multisensory resources of 'Jolly Phonics' to teach reading and writing using the structure of 'Letters and Sounds' (phase 1-3(4)). All children have reading books to read at home and in school. We use the 'Jelly and Bean' scheme initially and introduce the 'Bug Club' scheme when children are ready. Children also choose a school library book each week to read at home with their families. They also take home a phonic dictation book, high frequency word keyring, letters and sounds activities and sound books to further support their learning.

Mathematics

We use the structure of 'Abacus' to deliver mathematics. Regular mathematical activities and number keyrings are sent home to further support learning.

Understanding the world (UW)

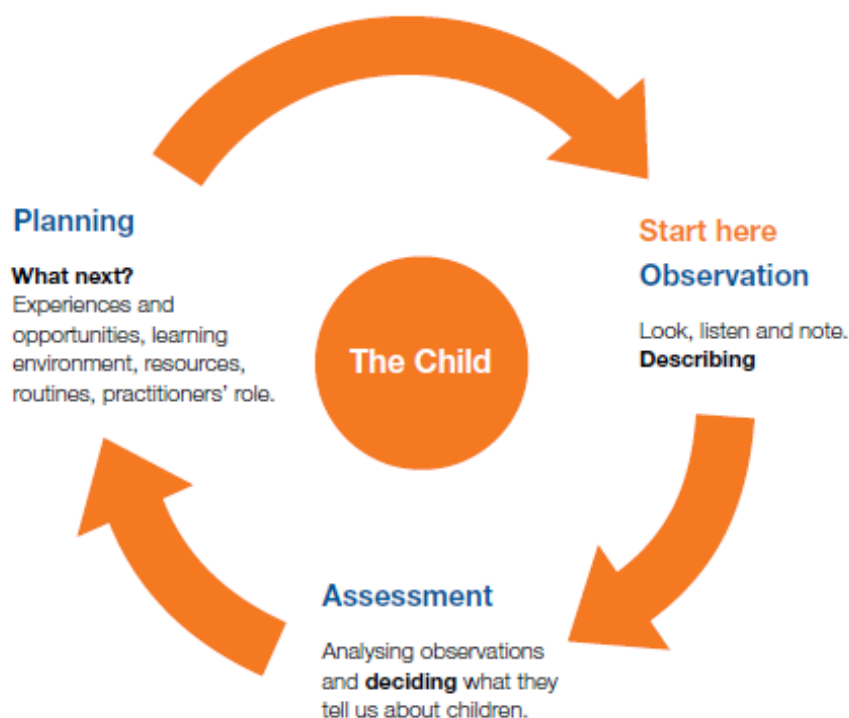
To extend our children's understanding of the world, we arrange several visits and trips for example: Ash End Farm, Twycross Zoo, Sutton Park and the Sealife Centre. We also explore our local environment and invite visitors into school to talk to our children. All classrooms have at least one computer and access to netbooks. In reception there are two interactive whiteboards which are connected to visualisers. Children also enjoy playing with Beebots, cameras, microscopes and CD players.

Expressive arts and design (EAD)

During the foundation years our children have the opportunity to work with professional artists and dance teachers. We provide a range of media and materials to enhance children's creative development.

Assessment

Children's attainment on entry and progress is measured using Development Matters (2014) and recorded on their 'Individual Progress Trackers'. In addition, children are encouraged to assess themselves and their peers both verbally and with 'Challenge Stickers'. Teacher assessments are regularly moderated within the foundation stage and also with Birmingham Local Authority. At the end of foundation stage children's attainment is measured against the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.



Development Matters in the Early Years Foundation Stage (DfE 2014)

Observations

We assess children through observation. This is done in a variety of ways including photographs, written notes, examples of work, and teacher assessment. IPADs are also used to capture experiences and link them to development matters. Regular discussions with parents further informs our assessments. Observations are used to inform future planning.

Learning Journey

Throughout nursery and reception, children's experiences are captured and recorded in their individual learning journeys. These are shared with parents and children throughout the year and also with children's future teachers.

Feedback/ Marking Policy

Teachers give instant verbal feedback to children about their work. This may be accompanied by a simple symbol taken from the early years marking policy.

Transition

Home to Nursery

- Children and their families are encouraged to attend 'Stay and Play' sessions before starting nursery.
- A home visit is made by nursery staff so that they can introduce themselves to each child and family in the comfort of their own home. Photos are taken at the home visit and later displayed in nursery to support transition from home to school. Parents are encouraged to share their 'Red Book' and 'Two Year Check' with staff.
- Liaison takes place with previous nurseries and child-minders.
- Parents and children are invited to an open afternoon and asked to complete a 'Pupil Information' booklet.
- Children start school in small groups, initially part time and gradually building up to full time.
- A 'Learning Journey' will be started for each child. Each child's attainment on entry for all areas of learning is assessed during the first few weeks in nursery and recorded on Classroom Monitor and on each child's 'Individual progress tracker'.

Nursery to Reception

- Liaison takes place between reception and nursery staff. Development Matters data and relevant information is shared including more able children, special educational needs, children receiving intervention and any emotional concerns. 'Learning Journeys' will be passed up from nursery to be continued in reception. Communication and language assessments are passed up.
- Liaison takes place with previous nurseries and child-minders.
- A home visit is made by reception staff to children who are new to Warren Farm.
- Parents and children are invited to an open afternoon and asked to complete a 'Pupil Information' booklet.
- Children start full-time School in small groups.
- A 'Learning Journey' will be started for each child who has not attended our nursery. Each child's attainment on entry for all areas of learning is assessed during the first few weeks in reception and recorded on Classroom Monitor and on each child's 'Individual progress tracker'.

Reception to Year one

- Liaison takes place between reception and year one staff. Development Matters data and relevant information is shared including more able children, Special educational needs (ITPs), children receiving intervention and any emotional concerns. Each child's early learning goal results and 'characteristics of effective learning' are discussed.
- The following assessment results are passed up to the year one teachers:-
 - Communication and language results
 - 'Letters and sounds' results and booklets
 - Mathematics assessment
 - High frequency word results and booklets
 - End of year writing sample
- The children will be grouped by ability for literacy, mathematics and guided reading. Each guided reading group will have their next guided reading book prepared ready for September. Most children will be reading a book from the 'Bug Club' scheme in line with year one.
- Literacy and mathematics books will be passed onto the year one teachers for use in the first half term.

Policy

This policy was written in February 2015 by Julia Whitehorn (Nursery Teacher) and Sophie Bradley (Reception Class Teacher), in consultation with the Head Teacher and Deputy Head Teacher.

It has been reviewed and updated annually with the latest review taking place in September 2022.

It will be reviewed in September 2023 and is monitored on an annual basis. It is available on the school website and via email on request.