

Mersey Park Primary School



Early Years Foundation Stage Policy 2024-25

1 Introduction

1.1 The Early Years Foundation Stage extends from 0-5 years. Entry into our Foundation Stage One is in the term after the child turns 3 and ends at the end of the Foundation Two Year. Entry into our primary school is at the beginning of the school year in which the children are 5 (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

1.2 The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

1.3 Children joining our school in Foundation One have had varied pre-school experience. Some have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.
- it acknowledges the importance of a full working partnership with parents and carers

2 Aims of the EYFS

2.1 The curriculum of the Foundation Stage underpins all future learning by promoting and developing the prime areas of:

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

and the specific areas of:

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

3 Teaching and learning styles

3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning.

3.2 The more general features of good practice in our school that relate to the Foundation Stage are:

- differentiated attainment groups for teaching of reading
- partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have knowledge of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions such as Wellcomm and NELI extending and developing the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

3.3 Our children explore and develop through learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to play together and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

4 Inclusion in EYFS

4.1 We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

4.2 In the Foundation Stage we set realistic and challenging expectations matched to the needs of our children working towards and beyond the Early Learning Goals.

4.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid 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 providing support (such as referrals to speech therapy) as necessary.

5 The EYFS curriculum

5.1 Our curriculum for the Foundation Stage is carefully planned following the Statutory framework for the Early Years Foundation Stage. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

5.2 Both Foundation One and Foundation Two classes have regular phonics sessions which follow the validated programme, 'Little Wandle, Letters and Sounds Revised'.

5.3 Formative Assessment provides the basis for planning throughout the Foundation Stage. Baseline assessments including NFER (Foundation Two) are completed for each child on entry into Foundation One and Two.

5.4 Planning meets the needs of all children in the setting and identifies the next steps in their learning.

6 Assessment

6.1 Target Tracker is used to record the children's attainment on a regular basis.

6.2 During the first half term in Foundation One and Foundation Two practitioners assess the ability of each child. These assessments form the basis of future planning which is carefully matched to the needs of children.

6.3 We share children's achievements through Class Dojo and Home-school discussions.

6.4 Parents receive an annual report that provides information about their child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

7 The role of parents

7.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating their children.

We do this through:

- talking to parents during induction meetings in the Summer Term;
- inviting children to come and play in their new learning environment and to meet their teacher with their parents during the Summer Term;
- holding Welcome Meetings for parents at the beginning of the Autumn Term;
- offering parents regular opportunities to talk about their child's progress through our genuine "open-door" policy and through the contributions they make on Class Dojo;
- encouraging parents to talk to their child's teacher if there are any concerns;
- arranging for a staggered start to F1 and F2 over the first few weeks of term, so that the teacher can welcome each child individually into our school;
- encouraging parents to stay if there are problems with settling in;
- offering a range of workshops, throughout the year, that support and encourage parents to be fully involved in their child's education.
- regular communication with parents through newsletters, anomaly board information sharing, noticeboards, talk homework and Class dojo

8 Resources

8.1 We provide a rich, stimulating learning environment, both indoors and outdoors using high quality resources that encourage a positive attitude towards learning and reflect the individual's interests, passions and abilities of all children. We encourage the children to gain independence and ensure that all resources and spaces are safe to use.

9 Environment

9.1 Our Foundation stage uses the continuous provision model offering children a constant environment that is safe for them to explore whilst challenging their learning. It allows our children the freedom to explore and become independent in making choices

9.2 As children's learning progresses our continuous provision is enhanced

9.3 Children's work is celebrated and displayed in our vibrant and stimulating learning environments

9.4 We promote a print-rich environment and provide non-fiction and fiction books for the children to interact with in many of our areas of provision.

9.5 Practitioners model the use of pre-cursive script