



'It's awesome at Ayresome'

# AYRESOME PRIMARY SCHOOL

Early Years Foundation  
Stage Policy

Author: Emma Cooper February 2019

*Every child deserves the best possible start in life and the support to fulfill their 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, and provides the foundation for children to make the most of their abilities and talents as they.*

At Ayresome Primary School our Early Years Team work closely together to provide quality provision for the children in our care.

### **Aims**

- To provide a broad and balanced curriculum which embraces the themes and principles of Development Matters and the all areas of learning.
- To provide a safe, secure, stimulating and challenging environment.
- To embed Free-Flow allowing children to control their learning choices and initiate their own learning from a range of high quality provision.
- To provide opportunities for children to make choices to facilitate independent learning, creative thinking and enable them to feel confident as learners.
- To provide opportunities for children to develop their communication, linguistic, investigative and problem solving skills through effective interaction with adults and other children.
- To promote children's imagination in play through stimulating continuous and enhanced provision indoors and outdoors. To ensure children can access high quality learning opportunities all times.
- To develop a partnership with parents and carers based on a shared understanding of the learning needs of the individual child.
- To provide quality first hand, play based learning experiences that are well planned and contain an appropriate balance of different types of play, permeating all aspects of the curriculum.
- To provide a balance of child initiated, adult initiated and adult focused activities indoors and outdoors.
- To ensure that when children are ready, they are able to access more discreet adult led and adult initiated activities.

- To provide a smooth transition between the Early Years Foundation Stage and Key Stage 1 – Year 1.

## **We believe**

- That all children in our care have an entitlement to a broad and balanced curriculum, irrespective of learning needs, ethnicity, gender, cultural and social background, or religious persuasion.
- That regardless of starting points in learning all children will be given aspirational target in an environment of high expectation.
- That play is a major vehicle through which young children learn and gain access to all aspects of the curriculum. Play helps children to make sense of their world and enables them to develop their personal qualities, attitudes and higher order learning.
- That how we interact with children has a profound effect on their well-being and learning.
- That information provided by parents/carers is valued and seen as a vital link in forming a partnership with families and in building a picture of each unique child.
- Children learn more effectively in a safe, rich and stimulating environment with opportunities to access all areas of the curriculum indoors and out.
- We want children to make decisions, become independent learners, enjoy learning and develop in confidence. We want to impact on behaviours for learning and ensure all children leave Early Years school ready

Staff knowledge and expertise is seen as a prerequisite for an effective Foundation Stage department and this is accomplished by:-

- Foundation staff working closely together so that knowledge and expertise is shared with all teachers and support staff.
- Each child is allocated a key worker. Key workers oversee the safety, learning, development and welfare of children in Early Years. The key worker collaborates with the rest of the Early Years team in order to implement the Early Years Foundation Stage Curriculum.
- Members of the team keeping abreast of relevant research and information.
- Staff attending in-service courses, conferences and LA support group meetings.

- CPD supported by Ad Astra Trust School Improvement Leads and wider school partnership.
- Ensuring that the Nursery Leader and EYFS Leader have appropriate training and experience with knowledge of child development in Early Years. They will have the ability to structure and support young children's learning, lead and manage the team and work closely with other agencies.

### **Planning the Early Years Foundation Stage curriculum**

Learning experiences are planned for indoors and outdoors. Learning opportunities are mirrored throughout the setting and are linked together through a bespoke thematic based curriculum which together with Development Matters encompasses all seven areas of learning.

The '**Prime Areas**' of learning are

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

The '**Specific Areas**' of learning are

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

### **Transitions**

Transition in to Nursery from Park House takes place in the term after your child's third birthday. In the Summer Term, children in both Nursery and Reception begin activities to support transition to the next phase in their learning. A structured transition programme is in place to support this.

### **Observation, Assessment and Record Keeping**

Learning Journeys and class books are used to record the learning that occurs over the children's time in Park House, Nursery and Reception classes. The primary source for collecting evidence is through 2 Build a Profile. Evidence is collected via an iPad.

### **Primary evidence includes:-**

- Planned for and opportunistic observations of individual and groups recording evidence and next steps in learning.
- Annotated planning, modification of planning to enhance provision or extend learning.
- Settling in observations during the first half term, post it notes, diary notes
- Tracking sheets – Tracking learning opportunities; short observations including annotated photographs of child initiated learning
- Foundation Stage Baseline

### **Secondary evidence includes**

- Photographs, used in displays
- Short individual observations, both planned and on the spot
- Reading records, Literacy and Numeracy books / work
- Learning Plans, Cohort Progress sheets (if applicable)
- End of term and year comments based on areas and seen by parents
- Evidence of play and learning at home.

### **Partnerships with parents and families**

In the Early Years Foundation Stage we believe that partnership with parents and families is paramount. To develop this partnership we provide the following opportunities:

#### **Stay and Play**

- Takes place half termly. Parents have the opportunity to celebrate learning and play along- side their child in the child's learning environment. All parents are welcome to attend.

#### **Meetings with parents:-**

- Foundation Stage staff are available to speak to parents/carers before and after school. We have an open door policy and staff are available each morning during meet and greet.
- Reception have a parent/teacher consultation meeting in the Autumn and Spring Terms where parents are provided with specific targets relating to their child's learning.
- Family Learning days take place each half term. Parents are invited to spend the morning in their child's class participating in a topic based activity.

## **Information sharing:-**

- Internet user agreements.
- Home/School Agreements.
- Intimate Care consent
- Parents/carers are actively encouraged to become involved in their child's learning through homework and homework diaries.
- Reports are provided in Summer term.
- Reception parents have the opportunity to attend parent evenings during the Autumn and Spring term.
- Parents are kept up to date with all school events via a half termly newsletter, weekly social media posts and the school website.

## **Admissions**

We abide by a fair and equitable Nursery Admissions Policy.

All admission to Reception classes are through Middlesbrough Admissions Service

<http://www.middlesbrough.gov.uk>