COLLIS PRIMARY SCHOOL

Early Years Foundation Stage Policy

Collis Primary School
Fairfax Road, Teddington TW11 9BS

Last Update: October 2023
Review: October 2026
Statutory Policy

Contents

1	Introduction	3
2	Principle Aims	3
3	Objectives	3
4	A Unique Child	4
4.1	Inclusion and Equal Opportunities	4
4.2	Welfare	4
5	Positive Relationships	5
5.1	Partnership with Parents	5
6	Enabling Environments	6
6.1	Observation, Planning and Assessment	6
6.2	The Learning Environment	6
7	Learning and Development	7
7.1	Personal, Social and Emotional Development	7
7.2	Communication and Language	7
7.3	Physical Development	7
7.4	Literacy	8
7.5	Mathematics	8
7.6	Understanding the World	8
7.7	Expressive Arts and Design	8
8	Play in the Early Years Foundation Stage	8
9	Admissions	9
10	Monitoring and Review	9

1. Introduction

The Early Years Foundation Stage (EYFS) covers children from birth to age five. It is a distinct and important stage in its own right and also in the preparation for later schooling. It is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. Young children need an environment which is safe and secure where they can play, explore, experiment, develop confidence, be curious and learn.

In the Nursery and Reception classes we believe that children should experience a broad and balanced curriculum reflecting their individual needs, interests, enthusiasms and individual learning styles. We aim to nurture a sense of personal well-being and a love of learning. Each child is encouraged to reach their full potential regardless of their background, race, gender, creed or ability.

2. Principle Aims

- To provide a welcoming environment for children and their families.
- To ensure that all children feel included, secure and valued.
- To develop confidence and self-esteem and to value individuality.
- To use what children can do, not what they cannot do, as the starting point for their education.
- To establish positive relationships with parents, carers and other childcare providers.
- To foster positive attitudes to learning, trust, confidence, curiosity, responsibility and independence.
- To promote the value of learning through play and exploration, extending and enhancing the natural curiosity of the child.
- To provide an attractive and stimulating environment inside and outside.
- To provide a firm foundation for lifelong learning.
- To provide smooth transitions between stages.

3. Objectives

To achieve our aims we will:

- Provide the time, resources and adult support for learning through many forms of play.
- Present children with a planned program which fosters learning, is challenging and progressive and recognises what each child already knows and can do.
- Provide opportunities for children to make choices and become independent in their learning.
- Develop each child's knowledge, skills and understanding in all areas of learning.
- Help children make links in their learning.
- Value children's interests and provide a balance of direct teaching and child initiated activities.
- Provide uninterrupted time for children to become engrossed, work in depth and complete activities.
- Help children to build friendships and learn to co-operate with each other.
- Make careful observations in order to support and extend children's learning appropriately.
- Ensure that children with special needs are identified and receive appropriate support.
- Reflect the cultures and beliefs of all children.
- Develop effective links between other schools, professionals and outside agencies.
- Follow the Early Years Foundation Stage Framework guidance in an imaginative and challenging way, leading children towards the Early Learning Goals and beyond.

- Provide regular opportunities for staff to meet and share information.
- Encourage staff to attend training and to continue their professional development.

The Statutory Framework for the Early Years Foundation Stage was revised in July 2023 and is used as the basis of our EYFS.

4. A Unique Child

At Collis 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.

4.1. Inclusion and Equal Opportunities

We believe that all our children are important. We give them every opportunity to achieve their full potential irrespective of gender, ability, ethnicity and social circumstances.

We ensure this in various ways including:
- Valuing every child and treating each child as an individual.
- Providing an environment that is free from stereotypical images.
- Using resources that positively reflect diversity.
- Planning challenging opportunities for more able children.
- Facilitating equal access to activities by all children.
- Supporting children with Special Educational Needs as appropriate.
- Supporting children with English as an additional language.
- Monitoring progress carefully and regularly and intervening quickly when concerns are raised.

4.2. Welfare

(see school 'Health and Safety' and 'Safeguarding and Child Protection' policies)

It is important to us that all children in the School 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.

At Collis we promote the welfare and good health of children by:
- taking appropriate action when children are ill;
- managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensuring that the premises, furniture and equipment are safe and suitable for their purpose;
- ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs; and
- maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

5. Positive Relationships

At the School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

5.1. Partnership with Parents

We recognise that parents have a very important role to play in the education of their child. We try to have excellent links and encourage good communication between parents and teachers on a regular basis, formally or informally. These are some of the ways that we establish a positive partnership:

- New Parent's information evenings for Nursery and Reception.
- Home visits for Nursery and Reception children at the beginning of the Autumn Term.
- Nursery and Reception Open Days in the Summer Term.
- We share the Early Years Foundation Stage Transfer Summary and the Early Years Foundation Stage Profile with parents and we value parents' contributions to the assessment process.
- At Parent Consultations we share children's progress and include targets for future learning.
- In Nursery and Reception, Home Learning is shared weekly via Tapestry. Termly Curriculum Information sheets can be found on the school website.
- We encourage parental help, when possible, in Nursery and Reception.
- We hold a Reception parents Reading information meeting in September when we explain our synthetic phonics teaching system and parents are encouraged to work alongside the school in teaching their children to read and write.
- Parents are encouraged to join in with the Collis School Association events to help develop friendships and support networks.
- We encourage parents to talk to their child's Class Teacher if there are any concerns.
- We monitor our performance through school questionnaires and surveys try to keep improving and updating our services to parents.
- Reception children take home Reading Diaries twice a week and parents and teachers can record comments and suggestions in these.
- Questionnaires are sent out to parents to find out more about the children's learning and talents.
- In Reception and Nursery we use Tapestry online Learning Journals to show children's learning progress and to capture and record the child's voice. Parents can view these observations as soon as they are posted and can also upload photos and videos to share the things their child does at home. In Reception we also keep some paper learning evidence in Learning Journal Folders.

We have very strong links with our feeder Pre-schools and Nurseries. The EYFS staff meet with providers to discuss each individual child and their transition process into the School at the end of the Summer Term.

6. Enabling Environments

At the School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

6.1. Observation, Planning and Assessment

- In the Nursery and Reception classes all staff make careful observations of the children while they are engaged in activities, in order to gain an insight into their interests and abilities. We understand that the most useful and relevant observations are made during child-initiated activities.
- Some careful observations are also carried out and recorded during focused group work or whole class teaching in order to assess the children's level of understanding related to specific skills and concepts.
- Observations and assessments are used to identify the next steps for learning and to ensure that planning reflects identified needs.
- We have discussions with the children about their interests and their learning.
- At the end of the Nursery year we complete an end of year report and this is shared with Parents and with the Reception teachers.
- Where possible we receive records from Pre-School settings to ensure continuity and progression from Nursery to Reception.
- We track children's progress towards the Early Learning Goals (ELGs) using Otrack and this is regularly updated.
- The Early Years Foundation Stage Profile is completed at the end of the Reception year. This records the children's progress towards the Early Learning Goals. Children are shown to be emerging or expected for each of the ELGs. We also write a short narrative describing the child's learning characteristics. This information is shared with parents.
- Information about each child's progress is recorded and assessments and targets are shared with parents at our Parent Consultations in the Autumn and Spring terms.
- At the end of the Reception year we produce an Annual Report. The report gives details about children's wellbeing, involvement and progress in areas of learning. It also highlights strengths and sets out clear targets for future development.
- The EYFS Profile information is passed on to the Year 1 teachers at the end of the Summer term in order to help them plan for the children.

6.2. The Learning Environment

The Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Early Years Foundation Stage has its own outdoor areas. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales. The children can explore, use their senses and be physically active and exuberant.

7. Learning and Development

We aim to provide a broad and balanced curriculum based on the Early Years Foundation Stage Framework and organised around seven areas of learning and development.

All areas of learning and development are important and inter-connected. The three Prime areas of development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas:

7.1. Personal, Social and Emotional Development

This area incorporates attitudes, skills and understanding and is a pre-condition for children's success in all other learning. The child's personal, social, emotional and moral development is targeted and good attitudes towards all aspects of school life are promoted.

We do this through:

- Circle times.
- Praising achievement.
- Using multicultural resources and resources that promote positive images of differences.
- Providing positive role models.
- Developing secure routines and a safe environment.
- Ensuring that there is time and space for children to focus on activities and experiences that develop their own interests.
- Planning for children to work independently and also in collaborative groups where they need to share and cooperate.
- Encouraging children to resolve conflicts and recognise and voice their feelings.
- Encouraging and monitoring the well-being and involvement of all children.
- Using the Jigsaw PSHE programme and materials.

7.2. Communication and Language

This area covers the development of communication skills, including speaking and listening. Children are encouraged to listen attentively in a range of situations and to respond to what they hear with relevant comments or questions. They need to be able to follow instructions and answer questions about their experiences. We aim to give children the opportunity and motivation to express themselves effectively and to explain their thinking by connecting ideas and events.

7.3. Physical Development

This area of learning is about improving children's skills of coordination, control, manipulation and movement in both indoor and outdoor environments. Making progress in physical development gives children confidence and enables them to feel the benefits of being healthy and active.

We offer appropriate physical challenges, enough space and time, and a range of resources inside and outside to develop skills such as climbing, balancing, jumping, throwing and catching. We also aim to develop fine motor skills and hand-eye coordination through drawing, cutting, painting, manipulating modelling materials, threading, pouring and using construction kits and tools.

Staff will also support children in the four Specific areas of learning, through which the three Prime areas are strengthened and applied:

7.4. Literacy

We follow a structured synthetic phonics scheme (ELS) and encourage children to enjoy books, communicate their thoughts, feelings and ideas, and believe in themselves as writers. Children are given the opportunity to explore, learn about and use words and text in a wide range of contexts and to experience a rich variety of story, poetry and non-fiction books.

7.5. Mathematics

Mathematics is a part of everyday life and the children's mathematical learning begins as soon as they begin to be involved in their environment. Children work towards the Early Learning Goals and we encourage them to apply their knowledge and skills in practical situations. We follow the NCETM Mastering Number programme. We teach by breaking down maths objectives into the smallest steps, so that every pupil is secure in every new concept before moving on.

We also emphasise mental maths skills and learning through practical and relevant experiences, with songs stories, games and imaginative play. Children are encouraged to become confident, comfortable and curious about numbers, shapes, patterns and measures.

7.6. Understanding the World

This area focuses on children's developing knowledge and understanding of their environment, themselves and other people in their lives and helps them to make sense of the world. It provides the foundation for later work in science, history, geography, design technology, and ICT.

We provide first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think and use their senses.

7.7. Expressive Arts and Design

This area is concerned with the development of children's imagination and their ability to communicate and to express ideas and feelings in a creative way. Creativity is an important part of successful learning and it enables children to make connections, solve problems and be inventive.

We value children's creativity and original ideas. We give the children the opportunity to explore art, music, drama and imaginative play and to try new experiences and express themselves in a variety of ways both indoors and outside.

8. Play in the Early Years Foundation Stage

(see school Health and Safety policy)

Play is the most effective way for children to use new learning. They can try out ideas, pretend to be different people and test new information in their own way. Some children are natural players – others need encouragement and suggestions to help them.

Purposeful play, both indoors and outdoors is a key way in which young children learn with enjoyment and challenge.

Our role is crucial in:

- Planning and resourcing a challenging environment.
- Supporting children's learning through planned play activity.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication.

Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or cooperate as they work through their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive anxious experiences in controlled and safe situations.

Play is the vehicle by which young children gain access to the curriculum, developing confidence, independence and self-discipline. It helps children to move from the here and now in their thinking into both the past and the future and it can help them to think flexibly and at a high level.

9. Admissions

The School adheres to the Local Authority admissions policy (see LA guide to Primary School)

There is one intake to Collis Nursery each September. We operate a staggered entry system over the first few days so that children are given the opportunity to settle in small groups.

Before a child enters the Nursery, the staff make a home visit and the child and their parent/carer can visit the setting on our Open Day.

In Reception there is one intake of children in September.

Children and their parents are invited to visit the Reception classes during our Open Morning in July.

Children who have not attended Collis Nursery are offered a home visit by the Reception staff before term starts in September.

All Reception children start school full time in September. We have a staggered entry system moving from part time to full time over the first few weeks of term to help the children settle into school. All children are offered a free School Lunch.

10. Monitoring and Review

This policy is monitored by the Governing Body and will be reviewed every three years.

EYFS Leader: Clare Hines