



Benhall Infant School and Pre School Policy for the Early Years Foundation Stage

<u>Member of staff responsible:</u>	Foundation Stage Leader, Charlie Aitken
<u>Date of Review:</u>	Autumn 2020
<u>Date of Next Review:</u>	Autumn 2021

GENERAL STATEMENT

Throughout the EYFS at Benhall Infant School and Pre-School we believe that . . .

"Young children learn from everything that happens around them. They learn best when they are involved and interested, secure and confident in themselves and their own abilities."

(From 'Childfacts' produced by the National Children's Bureau - Oct 1996)

We recognise that early years educators play a critical role in young children's learning and that we can foster feelings of fun and excitement about learning.

We also recognise that behaviour patterns and attitudes to learning are established during these early years and are crucial to the child's educational future.

"Particular attention has thus to be given in these early years to the process by which a child acquires the disposition to learn and the necessary competencies for learning."

(Rumbold report. DES 1990)

ENTITLEMENT

Under the statutory requirements of the Early Years Foundation Stage (EYFS), our children's learning encompasses seven areas.

Three prime areas:

- Communication and language;
- Personal, social and emotional development;
- Physical development;

Four specific areas:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

Within the EYFS at Benhall each child is entitled to feel secure, valued and confident.

Each child is entitled to participate in a range of activities which take due account of their interests, achievements and developing skills. Young children are entitled to a stimulating learning environment both inside and outside, in which provision for first hand experiences is highly valued.

All EYFS children will learn through carefully planned play-based activities. Adult led activities will be planned as well as opportunities to make their own choices from a wide range of activities in order to develop independence.

PLANNING

The EYFS curriculum will be planned using the following principles

- to recognise the central role of play;
- to provide many first hand learning experiences;
- to have high expectations of the children;
- to encourage problem solving and creativity;
- to encourage independent learning and self expression;
- to provide opportunities which start from what children already know and understand;
- to provide well planned, purposeful activities with appropriate intervention by practitioners to engage and extend the learning process
- to encompass the teaching of Purple Learner skills and approaches to learning

Learning in Pre-School and Reception will be planned in an integrated way under the umbrella of a topic/theme, in line with the rest of the school.

The Foundation Stage Leader will provide support for Pre-school staff and will ensure continuity, progression and effective transition between the Pre-school setting and the reception classes.

EYFS practitioners will work together to create weekly teaching plans. Alongside these will be Objective Led plans. These will meet the children's next steps over the course of the week. Practitioners will create outdoor plans to plan for the outdoor classroom, as well as Continuous Provision plans which can be located on central whiteboards in the classroom. Planning always questions 'Why are we doing this?' and 'What will we do?'

IMPLEMENTATION

Communication Language, and Literacy activities, when appropriate for the child will include:

- communicating with peers in imaginative play and role play;
- listening to stories, songs and poems;
- handling books;
- shared reading with an adult/peer;
- drawing and painting with increasing control;
- listening and taking turns to speak at circle time;
- becoming familiar with Jolly Phonics letter sounds, actions and songs, with phonic knowledge then being developed through Letters and Sounds;
- learning correct pencil grip;
- recognising and learning how to write letters of own name;
- practising correct letter orientation of familiar letters using the cursive style;
- Learning rhymes and recognising them as such.

Mathematics activities, when appropriate for the child, will include:

- sorting objects;
- matching objects;
- counting objects;
- learning number rhymes;

- using appropriate maths language e.g. tallest/shortest, square, cube;
- using objects to make patterns;
- recognising number symbols;
- matching pictures/objects to correct number symbols;
- Practising correct numeral formation.
- Problem solving with numbers, shapes and measures.

Children will experience some whole class activities, some small group work with an adult, and some independently chosen (child initiated) activities in which the child can interact with others or choose to explore individually.

ASSESSMENT AND RECORDING

A Baseline assessment is carried out in the first four weeks of Pre-school and Reception using Scholarpack to record summatively. This initial assessment provides practitioners with a starting point, on which to build future learning. This starting point also allows progress to be tracked over the course of the EYFS. The findings will help to inform planning through Gap and Strength analysis and identify SEN/ G&T children.

Children in the EYFS are continuously observed and assessed against the EYFS statements and Early Learning Goals. This evidence is entered into Tapestry, an online Learning Journey program. Tapestry is completely secure and allows parents to instantly see and respond to their child's learning. Assessments are built up to provide a bank of evidence over the year. This then forms a basis of the teacher's judgements of that child against the EYFS Profile. Observations on Tapestry are moderated in house with Teaching Partners and teaching staff.

Summative assessments take place half termly in order to monitor standards and progress. These assessments will be input onto Scholar Pack, in line with the rest of the school.

A strength and Gap analysis will be carried out every half term in order to address any gaps/strengths in learning or provision. Practitioners will then aim to plug or enhance these gaps over the coming weeks through teaching, provision and small group interventions.

Practitioners will carry out a Leuven Scale assessment at the beginning of each half term, to identify children's on-going well-being and involvement. Children demonstrating a significant change will have individual needs addressed as appropriate through adult intervention.

Practitioners will track the children's progress towards the GLD (Good Level of Development) by the end of Reception. Venn diagrams are created to highlight those children on track or not and from this evidence and a discussion with the head teacher, next steps are planned for. These will vary depending on the termly outcomes.

EQUAL OPPORTUNITIES

We aim to provide equal access to the learning environment for every child and challenge discrimination and stereotyping.

SPECIAL NEEDS

Those children who appear to have special needs will be identified through observation, Pre-school record sheets or referrals from other agencies. Individual learning opportunities will be planned for those children with support from the SENCO, LA advisory teacher, or other agencies (refer to the special needs code of practice). My Profiles will be completed for SEN and Pupil Premium children. Children with SEN will be provided with a My Plan, in line with the rest of the school.

BEHAVIOUR

Respectful, responsible behaviour will be recognised and actively encouraged through positive discipline as set out in the behaviour policy for the whole school (refer to the behaviour and bullying policy).

MONITORING AND REVIEW

The Foundation Stage Leader will closely liaise with EYFS staff to ensure overall coverage of the EYFS curriculum. The Foundation Stage Leader will review Pre-school planning and practice, working closely with the Pre-school Manager. The Foundation Stage Leader will be responsible for tracking attainment and progress throughout the year. GLD will be tracked on a termly basis.

Accessibility and Safeguarding Statement

This policy is written with reference to our Safeguarding Policy, in particular the Child Protection section.

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.