



Early Years Foundation Stage

ADOPTED :

N/A

DATE OF LAST REVIEW :

September 2021

REVIEWED BY :

Executive Head Teacher

DATE OF NEXT REVIEW :

September 2023

Contents

OUR AIMS - INTENT	3
CURRICULUM – IMPLEMENTATION.....	3
PLANNING AND TEACHING.....	4
ASSESSMENT, RECORDING AND REPORTING – IMPACT	5
TRANSITION AND PARENT PARTNERSHIP.....	5
MONITORING ARRANGEMENTS	6

OUR AIMS - INTENT

At Gorse Ride School, we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

CURRICULUM – IMPLEMENTATION

Gorse Ride follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

Areas of Learning:

The EYFS is made up of three prime areas of learning:

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

There are four specific areas of learning:

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

The Nursery and Reception curriculum is based on seven key features of effective practice as set out in Development Matters 2020

- The best for every child
- High-quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn

- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Foster a desire to learn by nurturing active questioning and an awareness of the world around them.
- Encourage children to express their thoughts and ideas in a variety of situations to become competent speakers and listeners.
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life. Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- play with what they know
- be willing to 'have a go'

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Children will be creators and **think critically** by:

- having their own ideas
- making links
- choosing ways to do things

PLANNING AND TEACHING

- Planning at Gorse Ride provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.
- Staff at Gorse Ride look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development.
- staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

- Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.
- Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

ASSESSMENT, RECORDING AND REPORTING – IMPACT

- Assessments are made in line with the EYFS
- Baseline assessment is carried out in the first 3 weeks of term
- Practitioners communicate with parents, previous settings and other agencies if required
- Daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps
- Observations of children's significant achievements are recorded on Tapestry which are shared with parents
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning

TRANSITION AND PARENT PARTNERSHIP

The Foundation Stage team work closely with professionals within school and other settings ensuring the children have visits so they become familiar with their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible our transition process involves:

- Two summer visits for the child to visit their new class.
- A 'welcome' meeting for parents in the summer to explain school and class routines.
- Home visits will take place in September.
- Termly 'meet the teacher' sessions to explain the curriculum, topics and routines.
- Termly parent/teacher interviews to discuss children's progress and next steps.
- A 'learning booklet' is provided at a parent/teacher interview to explain the Early Years curriculum and goals.
- Summer term: parents receive a school report which documents targets already being met and next steps on the Early Years Foundation Stage Profile (EYFSP).
- An online journal (Tapestry) will be activated for staff and parents to share children's learning and special moments

Admission Policy

All children are admitted in September to Reception as full time or part time in line with the LA's admission policy.

Equal Opportunities

In line with the school's Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Role of Phase Leader

It is the responsibility of the Early Years Phase Leader to:

- Write and update the Foundation Stage policy
- Review and monitor long and medium term plans for the Early Years Foundation Stage to ensure progression and continuity
- Observe and aid colleagues of delivery of lessons in order to monitor and review standards
- Review and order resources to enable the delivery of the Early Years Foundation Stage curriculum

Phase Leader for the EYFS: Laura Hodgson

Monitoring and review

This policy will be reviewed every three years, or earlier if necessary.