

John Perry Primary School



Early Years
Foundation Stage

Teaching and Learning Policy

Last reviewed on November 2021

Approved by FGB on: September 2021

Next review due by: November 2023

Rationale

The Foundation Stage is a distinct phase of education which applies to pupils in nursery and reception classes. It is characterised by a curriculum, which recognises the needs of very young children to have opportunities to play, explore their environment and develop good models of social behaviour and language. To facilitate this, Foundation Stage classes have a higher adult to child ratio than is always possible in the rest of the school. The partnership between home and school is a crucial element in children's learning and needs to be formed at the outset. Children come from a wide variety of social, religious and cultural groups and they each should be perceived as valued and unique. All children should feel included, secure and valued.

Purpose

To create a positive, enriching learning environment which meets the needs of the individual regardless of race, gender, age, ability and special needs and disabilities.

Guidelines

Practitioners will plan regularly for the long, medium and short term with clear objectives for learning. Planning must be flexible and respond to the children's needs and interests ('planning in the moment')

Teaching and learning is tailored to the needs of our pupils so that learning is meaningful and relevant.

Planning builds upon and values the child's previous knowledge, skills, interests, understanding and experiences. Observation (both planned and incidental) is crucial to this process. Assessment is carried out regularly through observation and the information is used to inform future planning and 'next steps' for each pupil. (Also see 'assessment guidance')

The DFE Statutory Framework for the Early Years Foundation Stage will be followed and supplemented by other materials according to the needs of the pupils.

Teaching strategies will be varied to include both adult directed and self-initiated (child led) activities to foster independence and promote self-discipline. There should be a balance of opportunities for the child to play and explore freely, and to carry out adult led tasks and activities and to interact with the practitioners.

Through carefully planned activities and resourcing, EYFS practitioners will ensure that children work towards the DFE Early Learning Goals. By the end of Reception, our aim is to meet or exceed these goals.

Opportunities are provided for children to learn through 'hands on' activities both indoors and outdoors.

Play underpins all development and learning for young children. Outdoor play is an essential component of the curriculum. Planning for outdoor play should include

activities to promote all areas of learning as well as provide an essential part of being physically active (Also see outdoor play policy)

Opportunities are provided to develop social and cognitive skills through indoor and outdoor play. There are daily opportunities for children to develop and extend communication and language skills.

There is a ratio of adults to children to support and develop social skills and learning. In the nursery this is a 1:13 minimum, and 1:15 minimum in the Reception classes. Each child in the Nursery and Reception classes is assigned a 'key person' who has special responsibilities for working more closely with a particular group of children and building relationships with parents and families. Each class in the EYFS has an assigned practitioner who covers the regular class teacher for PPA time. Each Reception class also has an assigned Midday Assistant (MDA) as their lunchtime key person. The nursery also has an extended session practitioner (See extended play guidelines)

Nursery offer the choice of a standard 3 hour session, or for parents/carers who are eligible, a 30 hour (all day) nursery session.

Adults working in the EYFS will share a positive approach to behaviour management and to promoting self-esteem. They must be aware that they are both models and partners in children's learning.

All adults working in the EYFS are offered opportunities for CPD.

Taking photos is a vital part of the observation process, and also for sharing experiences with parents/carers and children. Class cameras and iPads will be used for these purposes. Students are only allowed to take photographic evidence if it has been agreed by the class teacher. It is not permitted to take photos using personal phones or cameras.

A healthy lifestyle will be promoted through the EYFS curriculum and includes daily fruit snack times. We also plan activities such as a 'healthy eating week', planting vegetable, fruit and vegetables tasting activities, cooking healthy foods, and encouraging children to be physically active for example through PE lessons, daily physical activity outside, and 'Tenergy'.

The EYFS supports and promotes recycling and even very young children in nursery are taught to use recycling bins. All the children are encouraged to grow and look after plants, fruit, and vegetables during various EYFS topics.

It is acknowledged that learning takes place in a variety of settings. The parents and families are the first and continuing educators of their children. The EYFS practitioners will seek to build and extend the partnership between home and school through transition visits, curriculum newsletters and information, home-link books, informal and formal meetings such as class assemblies, concerts and parents consultation days/evenings. Children and families are encouraged to share news and achievements from outside school including bringing pieces in to share with their teachers and peers. Nursery and reception have class teddy bears to be sent home

regularly with children and a diary to record activities in. Children share their experiences when they return to school with the bear.

Parents have regular opportunities to visit the nursery and reception classes. They are encouraged to come and view their child's Pupil Profile with their child and to add their own comments and contributions. Parents in reception are also invited in to observe phonics lessons.

Parents can access some aspects of their child's learning journey online through Tapestry.

Children are actively encouraged to talk about their interests, friends and learning. Annotated observations in the pupil profiles will often include the child's comments. Pupils' targets or 'next steps' are shared with children and their families.

Links with local children's centres, nurseries, pre-schools and play groups help to facilitate a smooth transition for children moving into nursery or reception. Information such as the child's current interests and achievements are shared.

Links are fostered with breakfast and after school clubs to ensure a smooth transition between school and clubs.

Parent support groups and classes are offered to all EYFS families such as Triple P and ESOL (English for speakers of other languages)

A learning environment is provided which is welcoming, stimulating, accessible, challenging, safe and secure.

Annual spending plans will be drawn up to reflect the high frequency of use of EYFS equipment and materials, and the need to develop resources for indoor and outdoor play.

Resources must be organised to ensure that all children have access to all the areas of the curriculum and should be varied according to the planned curriculum focus, or the particular interests/needs of the pupils.

ICT skills will be developed through the use of the class computer, interactive white board, iPads, cameras, Bee-Bots, visualisers and tape recorders etc.

Reception children also have regular access to laptops.

Staff will follow school policies and procedures to support children at each transition between each phase of their education: -

Home/playgroup/preschool/Children's Centres into nursery

Nursery/CC into Reception

Reception into Year One

Wherever necessary, the EYFS will incorporate support programmes from external agencies e.g. SALT, O.T etc.

Reviewed September 2021

DRAFT