

## **Goodrington School - Early Years Foundation Stage Policy**

### **Introduction**

This Early Year Policy is part of whole school policies, copies of which some can be found alongside this folder. All school policies are in the whole school policy folder and on our school website.

The Early Years set standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. This policy follows the Early Years Framework for education and ISI regulatory requirements. At Goodrington School we aim to provide a challenging atmosphere where children enjoy their experiences in all areas of learning. The pupils have the opportunity to learn both indoor and outdoor.

### **Our aims are:**

- To support pupils and give them a fun and interesting environment in which to thrive and become confident learners.
- To provide a safe and stimulating environment which allows pupils to express themselves and be creative.
- To provide a broad and balanced curriculum for every pupil; based around observations on pupil's interest. Also to follow the aims of Equal Opportunities objectives in the school's SEND policy (Jan 2016)
- We adhere to the Early Years Foundation Stage in Pre-School and Reception. This underpins all future learning by supporting and fostering the pupil's personal, social and emotional wellbeing.
- To foster positive attitudes to learning and be happy and secure in all their learning.
- We aim to provide a stimulating and accessible environment to all Pupil's to allow them to have positive sense of self and be able to explore in their learning.
- To follow the characteristics of effective learning as in EYFS Handbook 2016 (Dec 2015)

These characteristics are playing and exploring, active learning and creating and thinking critically. These ease transition into year one, and run through and underpin all seven areas of learning and development.

### **Home /School links**

- We aim to foster good links with Parents/Carers.
- Parent/Carers will be helped to understand the EYFS Curriculum
- Progress of their child will be through formal consultations including parents assisting and giving knowledge and views about their child as in the objectives for the school's SEND policy. There will also be informal verbal interaction on an ad hoc basis.
- The use of a home/school book to share children's interests.
- Parents are invited to spend time in the class room with their child.

## **The current Early Years Foundation Stage is as follows:**

### **Prime Areas**

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

### **Specific Areas**

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

The pupil's are assessed through observations which help us develop the environment and enhance activities to benefit each pupil, looking to underpin all teaching and learning.

### **Teaching and Learning**

Teaching and learning in the Early Years Foundation stage is based on an understanding of how best pupils learn.

Through observations and practitioner knowledge we know pupils learn best through:

- Play
- First hand experiences which are well structured and meaningful; enhancing play to give pupils a feeling of achievement.
- Interaction with others in a cognitive and reflective way.
- Being physically active.
- Having their interests valued, developed and extended.

### **Types of activities**

Play is essential for young children's learning. We value independent and self initiated learning and support this in provision such as:

- Role play area.
- Well resourced mark making and writing materials
- Varied book area with large books, fiction and non fiction
- Small world and construction toys
- Puzzles, board games, shapes and mathematic linked toys
- Access to computers or school laptops
- CD player and musical instruments
- Toys to investigate and experiment with e.g. magnets, magnifying glasses, scales.

- Creative resources ( in reception constant access is available to resources such as junk, sellotape, paint, and a variety of paper)
- Sand and water
- Outdoor resources include a pirate ship for climbing. Role play, writing board, sand and water. Bikes, scooters, prams and a selection of other outdoor toys.
- Messy play.
- Painted games on the playground.

The Reception and Pre-School classes are well organised and designed to give the pupils space to move in their play experiences. The areas are designed to provide a stimulating environment inside and outside with provision arranged into areas for different types of play.

Observation is made to enhance free play and all staff to make sound judgements on whether activities should be adult led or adult initiated to scaffold learning for all children. This allows us to suitably differentiate activities to meet the needs and consider the interest of each pupil. This also involves whole class activities to share experiences and learning for short periods of the day and can involve story time. Resources are available to the pupils and clearly marked to allow them to see what they are selecting and these are shared between the Pre School and Reception classes.

We encourage pupils to become autonomous and independent learners and ensure that resources and equipment are readily available to support this.

Displays promote and reflect pupil's interest and are changed regularly to support the activities happening in class.

### **Outdoor provision**

The pupils have access to the outdoor space which is set up to be used as a second classroom giving the opportunity for children to develop their understanding of the natural world and experience learning in a different environment.

### **Daily routines**

Both Pre-School and Reception work within a timetabled environment although this is may be subject to change. Copies of the timetable can be found in Reception class and Pre-School setting as well as the School office.

Please note in Pre-School some pupils may only stay for the morning session and will, therefore leave at 12pm

### **Food and Drink**

The pupils are provided with juice or milk at snack time depending on their preference and they bring in some fruit to enjoy at break time. Fresh water is always available throughout the day.

## **Collection of children**

We ask Parents/Carers to collect all pupils on time, after an hour we are required by law to contact social services. In an exceptional emergency with an unavoidable delay to the collection of a pupil the school can be contacted on 01708 448349.

We have a system of passwords where each pupil is assigned a word unique to them. A Parent/Carer can contact the school to arrange collection by another adult although this will only be so if the adult has the password. If the appointed person does not have the password the school will contact the Parent/Carer.

## **Missing child policy and procedure**

All pupils are in the care of Goodrington School during the day. Pupils in the Early Years Foundation Stage are handed into the care of their Parent /Carer at the end of the session or the school day.

Staffs ensure that any access/exit doors are secured and cannot be unlocked by the pupil.

In the unlikely event of a pupil being lost, the following procedure will be followed:

- The member of staff responsible for Pre-School/Reception will check the daily records sheet, attendance register for that day to confirm that a pupil is missing. The teacher in charge must then send a message to the Head Teacher or in absence the Business Manager.
- Staffs will ensure that the pupil is nowhere in the building or in the outside area, including the toilets areas.
- A member of staff will search beyond the building in the road and seek the permission of neighbours to search their gardens.
- The pupils will be asked if they have seen the particular child, if a pupil is missing the parents will be contacted by the Head Teacher or Deputy Head Teacher.
- The police will be alerted after all procedures have been followed and it is certain that the pupil is not on the premises and that the pupil has not been taken by the parent, with no record being made.

We recognise the importance not to alarm the other pupils. It is also important to ensure that the daily record sheet, attendance register is completed vigilantly, that any telephone messages regarding absent pupils are noted and that any Parent/Carer collecting a pupil early informs a member of staff before a pupil leaves the premises.

**This is the Early Years Foundation Stage policy and works alongside and is interwoven with other school policies. Some policies can be found in this policy folder. All School policies can be found in the School Policy Folder.**

## **Special Educational Needs and Disabilities.**

Please see separate policy in this folder and in School Policy File.

### **Safeguarding**

Please see separate policy in School Policy File.

### **Health and Safety**

Please see separate policy in this folder or in the School Policy File.

### **Sick child**

See DFE Guidelines in the main School Office.

### **Behaviour**

Please see policy in the School Policy File.

### **Complaints Policy**

The Complaints Policy for the whole school, including the Early Years is detailed in the Parent's File in the main School Office.

*This policy is to be read and signed by all EYFS Staff and reviewed annually.*

*L. Ward EYFS February 2016*