



# **Little Popples and Newton Poppleford Primary School**

## **Early Years Foundation Stage Teaching and Learning Policy**



### **Introduction**

**‘Children deserve to be given the best possible start to life and the support that enables them to fulfil their potential’.**

This quote is taken from the Statutory Framework for the Early Years Foundation Stage (EYFS), the Government framework that sets out the requirements for learning, development, safeguarding and welfare, applicable to children from birth to five years of age, who have a place in early years’ provision. Early childhood is the foundation on which children build the rest of their lives. We recognise that it is a distinctive phase that requires a distinctive approach. We have an important role in cherishing this time both for its worth in its own right and for how it underpins success in the future.

### **Aims**

We will seek to ensure that:

- Children will be able to explore rich and diverse learning and development opportunities, within a happy, caring, stimulating, safe and inclusive environment.
- Every child is valued as an individual and that we take account and provide for their individual needs.
- Children are helped to achieve their full potential socially, emotionally, physically, intellectually, creatively and spiritually.
- We work in partnership with parents for the benefit of all.

### **Principles**

There are four overarching principles that will shape our approach to work with children. A child’s learning and development depends on the recognition of their uniqueness and the provision of opportunities to interact in positive relationships and enabling environments.

#### **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

#### **Positive Relationships**

Children learn to be strong and independent through positive relationships.

#### **Enabling Environments**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

#### **Learning and Development**

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## **Principles into Practice**

### **A Unique Child**

- . We recognise that children will come to us with a wide range of skills, abilities and interests. So that we can plan experiences that will intrigue, challenge and extend their learning and aid their development, we will become as informed as we can about them. Any information gained from parents/carers and pre-school settings will enhance our knowledge and understanding of a child.
- . We will value the diversity of individuals and will encourage children to recognise their own unique qualities and characteristics so that they develop a positive sense of their own identity and culture.
- . We also recognise that children can learn in different ways and at different rates. All children will be encouraged to achieve their personal best and we will ensure that we plan opportunities and use teaching strategies that we meet the needs and abilities of every child.
- . We will ensure that we promote equal opportunities and anti-discriminatory practice to ensure that all children and families feel included, safe and valued.
- . We will talk to parents/carers to help to identify any additional needs a child may have at the earliest opportunity. We will liaise with relevant professionals and any agencies necessary to put in place the support that may be needed for these additional needs. The SENCO will be responsible for providing additional advice and arranging support and interventions.
- . We aim to protect the physical and psychological well-being of all children. To ensure the safety of children we will educate the children on boundaries, rules and limits and help them to understand why they exist.
- . We will support children to enable them to make choices and decisions, fostering independence and self-confidence.
- . We will comply with safeguarding and welfare requirements, as stated in the Statutory Framework for the Early Years Foundation Stage. Our settings have policies relating to safeguarding, intimate care and prevention of radicalisation, amongst others.
- . We recognise that every child has a right to privacy, dignity and a professional approach from all practitioners who are involved in meeting their needs.
- . For children whose home language is not English we will provide opportunities for these children to develop and use their home language. We will also ensure that there are opportunities for these children to learn and reach a good standard of English Language.
- . Information relating to any special dietary requirements, preferences, food allergies or special health requirements will be obtained before a child is admitted to the setting.

## Positive Relationships

- . We will model and foster respect, empathy and caring relationships.
- . We recognise that parents and carers are a child's first and most enduring educators. We aim to work closely with them for the positive impact this will have on a child's learning and development. There will be a number of ways that we will facilitate this two-way flow of information and the development of our partnership. We will endeavour to do the following:
  - Provide information about the setting via the website, the prospectus and welcome packs.
  - Inform parents of what is planned for their children and how support can be given to children's learning.
  - Provide regular communications through newsletters, emails, home/setting diaries and learning intention sheets.
  - Establishing a key person system. Parents/carers will be informed of who their child's key person is. The key person will help to ensure that a child's learning and care is tailored to their needs.
  - Organising workshops/meetings focussed on learning and wellbeing in the EYFS.
  - Engage with parents/carers through welcome meetings, individual meetings, parent consultations and open mornings.
- . Parents/carers will be informed of who their child's key person is. The key person will help to ensure that a child's learning and care is tailored to their needs.
- . We recognise that positive feedback will help children to develop positive attitudes and dispositions.
- . We will always seek the support and involvement of parents. Information relating to children will be discussed at the earliest opportunity in an open, honest and sensitive manner.
- . We recognise the importance of the role that all early years educators play in the care and education of children. These roles include:
  - Building relationships, getting to know all our children and families.
  - Working with children individually and in small groups.
  - Observing children to ascertain their well-being and involvement, their needs, strengths, idiosyncrasies and interests.
  - Planning the next steps in learning.
  - Supporting and extending child initiated activity.
  - Engaging children in focussed activity.
  - Maintaining and developing a stimulating, welcoming, safe and challenging learning environment.
  - Working as a team to ensure that all children reach their full potential.
- . Times of transition will be carefully planned to support children.

## Enabling Environments

- . We aim to provide a rich and varied learning environment to evoke the children's curiosity and increase their motivation to investigate, explore and to become involved, extending their ideas and experiences. The learning environment will comprise of the inside and outside areas and resources will be regularly reviewed to make the best provision for children's learning and development. We will encourage the children to locate and access resources for themselves.
- . The environment will promote learning across all areas of learning.
- . We recognise that young children learn most effectively through play and it has a central role in the education of young children. Play is the natural way in which they go about the process of learning and it is integral to children's enjoyment of life, their health and development. Through stimulating active play children can pursue their interests, explore and make sense of the world and think creatively and critically, both with others and on their own. The provisions that are made for play will:
  - Maximise the range of play opportunities.
  - Foster independence and self-esteem.
  - Allow children to practise skills, build upon skills and revisit learning.
  - Recognise children need to test boundaries and take risks.
  - Extend the choice and control that children have.
- . We believe that it is important that practitioners take an active role in play activities through observation, modelling, facilitating and extending such activities.
- . The resources and environment both inside and outside will form our 'continuous provision'. Certain aspects of the provision may be developed to meet the needs, interests and enthusiasms of particular children and this is termed 'enhanced provision'.
- . We aim to provide a safe environment where risks will be assessed to keep children from harm. Children will be educated about boundaries, rules and limits, to help them to understand why they exist. They will be helped to recognise and avoid hazards. Written risk assessments will be made in relation to specific issues.
- . Resources within it will reflect diversity and be free from discrimination and stereotyping. We will regularly monitor our provision to ensure that we use materials, equipment and displays which reflect home languages, cultures and the ethnic diversity of children, the local communities and the wider world.
- . Any meals, snacks and drinks that are provided for the children will be healthy, balanced and nutritious. Fresh drinking water will be made available and accessible at all times.

## Learning and Development

. The educational programme of the Areas of Learning will be delivered through purposeful play and through activities that respond to the children's own interests and needs. It is our intention that learning is driven by curiosity and the natural desire to learn. As well as child-initiated and supported activities there will also be adult led ones. Specific skills and knowledge may be introduced to the children through carefully planned adult directed sessions. The extent to which we will lead activities will be judged by us in response to the emerging needs of children.

. To support each child's development pathway, we will use the guidance given in 'Development Matters'. This is the non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS.

. Our early years' practitioners have an important role in supporting and scaffolding children's learning, as well as a role in observing them to discover what they are articulating in their play.

. So that we can be flexible in addressing the needs of children, there are many different ways that practitioners will approach teaching.

. When planning and guiding children's activities we will reflect on the different ways children learn, the '**Characteristics of Effective Learning**'. These characteristics describe the attitudes, skills and approaches to learning which can be nurtured in the early years.

### *Playing and exploring – engagement*

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### *Active learning – motivation*

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### *Creating and thinking critically – thinking*

- Having their own ideas
- Making links
- Choosing ways to do things

. There are seven areas of learning and development that will shape our educational programmes. Three prime areas and four specific areas.

	Areas of Learning	Contents of the Educational Programmes	Aspects of Areas Learning
Three Prime Areas	Personal, Social and Emotional Development	. involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own ability.	. Making Relationships . Self confidence and awareness . Managing feelings and behaviour
	Physical Development	. involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	. Moving and handling . Health and self-care
	Communication And Language Development	. involves giving the children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.	. Listening and attention . Understanding . Speaking
	Literacy	. involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written material) to ignite their interest	. Reading . Writing
Four Specific Areas	Mathematics	. involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space, and measures.	. Numbers . Shape, space and measures
	Understanding of the World	. involves guiding children to make sense of their physical worlds and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	. People and communities . The world . Technology
	Expressive Arts and Design	. involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities, in art, music, movement, dance, role-play, and design and technology.	. Exploring and using media and materials . Being imaginative

. The three prime areas will be the areas that are focussed on the most with the youngest children .

## **Observation, Assessment and Planning**

. Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do, taking into account their interests and their disposition to learn. Our planning will be informed by observations we have made of the children, both spontaneous and planned observations, together with the information we have gained of the children. These observations will support our developing knowledge of individuals and enable us to understand their needs, abilities, interests and learning styles. Through the evaluation of our observations we will identify the learning priorities for a child and plan relevant and motivating learning experiences for them. Ongoing assessment will be an integral part of the learning and development process.

. The learning intentions that are planned for the weeks ahead will be guided by the assessments that have been made and will be adapted in response to the needs of the children. Our assessments will enable us to consider the next steps for individual children.

. Each child has an individual record, a Learning Journey, which will give snap shots of relevant and significant moments of learning. Observations of children made in different teaching and learning contexts will be included in it and provide evidence across the Areas of Learning. We will use a range of strategies to provide evidence of the progress children are making. Children and parents/carers will be encouraged to contribute in a variety of ways to the development of the Learning Journey and share in its contents.

. A settling in report will be undertaken with a child new to the pre-school setting. When a child is aged between two and three, a progress check will be undertaken and a short written summary of a child's development in the prime areas will be provided.

. On entry to the Reception Class a baseline assessment will be undertaken with each child. These assessments, together with transition information we have gained from settings and home visits, will enable us to continue to track the progress a child is making.

. Practitioners will track the progress of children in relation to the age bands of the EYFS Development Matters. For each age band and each area of learning there are a series of statements relating to a child's learning and development.

## **Early Learning Goals (ELGs) and the Early Years Foundation Stage Profile (EYFSP)**

. The levels of progress children are expected to attain are set out in the Early Learning Goals. At the end of the summer term an EYFSP will be completed for each child summarising and describing a child's attainment in relation to the 17 Early Learning Goals (ELGs) descriptors. Taking account of a wide range of evidence it will be judged whether a child's learning meets the level expected at the end of the Reception Year (expected), exceeds this level (exceeding), or has not yet reached this level (emerging). If a child has made a 'good level of development', they are at the expected level in the first 12 ELGs. Parents/carers will also receive a short narrative of how their child has demonstrated the three characteristics of effective learning.

. The EYFS Profile, together with additional information, will help to inform parents of the progress their child has made and guide the next steps that are to be taken. This information will also be valuable in supporting the child's transition into Year 1, providing a guide for planning an effective curriculum and provision for the child.

. The EYFS Profile data for each child is reported to the Local Authority, so that data can be monitored both locally and nationally.

# Early Learning Goals

## **Personal, Social and Emotional Development**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

## **Physical Development**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **Communication and Language**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## **Literacy**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## **Mathematical Development**

Children count reliably with numbers from 1 to 20, place them in order and say which is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **Understanding the World**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children know about similarities and difference in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## **Expressive Arts and Design**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.