

Mount Tamar School
Early Years Foundation Stage Policy.



Mount Tamar
Aspire – Adventure – Achieve

Version Control

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Document Name	Meeting Submitted	Summary of Changes	Date for next Review
EYFS	SLT – January 16	New policy written due to having EYFS pupils	Spring 18
EYFS	TS reviewed and then SLT – summer 19	No changes	Spring 21

Equal opportunities lie at the heart of all that we do at Mount Tamar School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.

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Aims of the Early Years Foundation Stage Curriculum

- 1 To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.

- 2 To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.

- 3 To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.

- 4 To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

- 5 To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.

- 6 To provide a curriculum which provides equal learning and development opportunities for all the children.

- 7 To create a partnership with parents to support and enhance the development of the children.

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The Curriculum

In the Early Years Foundation Stage (EYFS) class at Mount Tamar School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development

The specific areas are:

- Mathematics.
- Literacy.
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

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Play policy

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

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Planning, recording

and assessment

Topics are planned on a 3-year cycle, so that children will experience activities within each topic as they progress through the EYFS and Key Stage one class

Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

Pupils are assessed using P Scales assessments and the Early Years Outcomes, these are used as an ongoing tool to plot progress and plan targets. Baseline assessments on the P Scales are completed shortly after a pupil enters the setting and at the end of each half-term. Early Years Outcomes are completed and related to short term planning. P Scales data is put onto classroom monitor when a child enters the school, and then half termly throughout the year.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the individuals record sheets.

Children are assessed during adult focused activities against the objective for that activity. Samples of the children's work are kept in the child's books. Every child has a pupil pathway which contains examples of their achievements and work throughout the year.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Individual Learning Plans are written and reviewed regularly. Parents' evenings are held termly, Parents' evenings are an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time.

The children are given personal targets related to their behavior to work on during the school day. Children are given points on our Behaviour Watch system in each lesson for attendance, learning and behavior. The points can then be "spent" on items of their choice.

Progression.

There are clear expectations for progression through the department. Children working within the later phases of the Early Years Outcomes work for longer periods on more formal adult led activities and they work in larger groups than the children working within the earlier phase of the Early Years Outcomes. The children working in the later stages are expected to play and learn with less adult support than that of the children working at the earlier stages.

All pupils' individual abilities are taken into consideration and they are offered activities that are at an appropriate level to meet their developmental needs. Therefore some younger pupils are provided with similar or the same activities as some older pupils to meet their needs and vice versa.

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Equal

Opportunities

Aims:-

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.