

Greenfields Community School

Early Years Foundation Stage Policy



November 2024

"Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow."

At Greenfields, we value and understand the importance of the EYFS curriculum and the part that it plays laying firm foundations for all future learning and development in young children.

The Early Years

Foundation Stage at Greenfields applies to all children between the ages of 3 and 5 years of age. In Nursery (F1) we offer 30 places of morning and or/afternoon sessions and in Reception (F2) we offer 30 full times places.

Our Aims

At Greenfields Community School aim to provide a happy, safe and caring environment for all children. We want our children to learn to be kind, curious and be their best. We recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We know that children develop in individual ways and that children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration, recognition and rewards, to encourage children to develop a positive attitude to learning.

We aim to

- provide a safe, caring and inclusive environment
- provide a safe, challenging, rich and stimulating environment
- provide a broad, relevant and creative curriculum to promote high levels of interest, curiosity and achievement
- address the needs of all children so that they can be their best
- teach the children to be kind and caring and respect themselves, their community and their environment
- promote resilience, perseverance and positivity
- promote a home-school partnership with parents/cares and the community

Curriculum and planning

All planning across EYFS is based on the objectives set out in the governments Statutory Framework, focusing on the 7 areas of learning including 3 prime areas and 4 specific. Alongside this, we also use the non-statutory documents 'Birth to 5 Matters' and 'Development Matters' to support planning a high-quality curriculum and learning environment.

The EYFS is made up of seven areas of learning:

Prime Areas:

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

Specific Areas:

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

The Characteristics of Effective Teaching and Learning are incorporated within our planning to ensure that the children are involved in their own learning and personal development. Therefore, we ensure the children have opportunities to play and explore, actively learn and create and think critically.

Communication and Language is a prime area as it is one of the most important building blocks for all other areas of learning. Therefore, teachers plan to extend children's vocabulary by carefully choosing 5 new words each week that are linked to our book, song, rhyme or poem that week. These words are modelled, used within stem-sentences and repeated throughout the week to encourage and extend our children's range of vocabulary.

Long term planning is a combination of the knowledge and skills-based curriculum with a topic focus for each half term run over a two-year cycle across EYFS. Medium term planning is centred around our half termly theme 'I wonder...' to promote curiosity, awe and wonder. Short term planning is carried out on a weekly basis to incorporate both indoor and outdoor provision. Knowledge organisers are created each half term and shared with the children and parents to support the children to know 5 fabulous facts and key vocabulary linked to our half-termly topic. Children's interests and experiences, questions and events in school and the wider community are also considered to inform planning throughout each term.

Teaching and learning

Children explore and develop their learning through play, and it is these experiences that help them make sense of the real world. They practise and build upon ideas and learn how to self-regulate, work alongside others and the need to follow rules. Thinking creatively, communicating with their friends whilst solving problems supported by high quality adult interactions will consolidate and extend the children's learning.

In F1 and F2 children take part in 5 phonics and maths lessons each week in differentiated groups for their specific need alongside a daily a carpet session that is focused on a key text. They also enjoy a weekly P.E session, singing session and circle time activities which focus on the prime areas of learning. Within continuous provision, children can practise and apply the skills taught through a balance of adult and child led activities. Through a carefully planned cross-curricular curriculum, the children access all areas of learning each week.

Observation and Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of high-quality interactions and observations and these are then discussed through weekly team meetings to inform future planning and next steps.

On entry to F1, a baseline is completed by their class teacher using the developmental stages of 'Birth to 5 matters'. Each term, progress is reviewed and tracked, highlighting areas of progression and those where further support is required. On entry to F2, all children are assessed using the statutory Reception baseline assessment and progress and attainment are assessment at the end of each term.

Monitoring and review

It is the responsibility of the Foundation Stage Lead to monitor the planning and teaching across the EYFS termly. Good practice is ensured through lesson observations and learning walks, monitoring of planning, 'Book looks', pupil voice, data analysis and regular staff meetings. Class teachers also attend Nottingham City termly 'Agreement Trialling' sessions to support moderation of standards and assessments across both F1 and F2.

Working with Parents and Carers

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children.

We do this through:

- talking to parents about their child before their child starts in our setting
- talking to parents about the observations that we have made about their child (we encourage them to share information about their child's strengths and interests too)
- encouraging parents to talk to the child's teacher, if there are any concerns immediately
- inviting parents in for termly parents' evenings to discuss how their child has settled in, their progress, attainments and targets
- inviting parents to phonics and maths workshops
- half termly 'Story Cafes'
- weekly reading or maths mornings
- communication through home school reading dairies
- written report sent home to parents at the end of the academic year

The Foundation Stage Lead also meets regularly with the feeder pre-school setting to share good practice and discuss current issues. Where children attend other settings during the day, we aim to ensure continuity and coherence by sharing information about the children with parental consent.

Transition into Year 1

As Key Stage 1 is based on a different site, it is important for children to become familiar with the staff and surroundings in school. During the Summer Term, F2 children visit class 1, the class teacher and TA, for a story and opportunity to play outside on a different playground and equipment.

F2 children also have a 'graduation' ceremony, in the summer term to celebrate all their achievements. Parents and children from Key Stage 1 are invited to hear the children in F2 sing, talk about what they have learnt, favourite memories and receive a certificate to thank them for their hard work.

Clare Thomas Foundation Lead Autumn 2024