

PARLEY FIRST SCHOOL



Early Years Foundation Stage Policy

“All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education they are capable of”

Article 28 United Nations Convention on the Rights of the Child

Parley is a “Rights Respecting” School

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. In our school, all children join us at the beginning of the school year in which they are Five. Children joining our school have been to a range of settings within the community, and we continue to build on what our children already know. We aim to ensure that the transition from home to school is a smooth one. Parley is an inclusive school, where we offer a rich and stimulating environment in which the children can reach their full potential.

Philosophy

The Statutory Framework for the Early Years Foundation Stage states that ‘Every child deserves the best possible start in life and support to fulfil their 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 up.’

Aims and Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults
- To provide a high quality curriculum in line with the Early Years Foundation Stage document
- To develop the moral and social values of the children
- To encourage active learning through first hand experiences, both in indoor and outdoor play, and through verbal and non-verbal communication.
- To encourage children to become self motivated and independent learners with a positive attitude to learning and self discipline
- To value the cultural diversity within our school and community

- To foster positive home school links and share a common sense of purpose with parents

Provision

From September 2011 all children will be offered full time attendance at school. Children do not legally have to attend any educational setting until the term following their fifth birthday. At Parley we recognise that some parents may decide not to take up full time education from September and may wish their child to attend part time initially. Options for part time provision at Parley are:

- Mornings only until October half term
- Mornings only until January

Parents will be contacted regarding these choices as soon as the school receives its admission list from Dorset County Council in April. (see appendix 1)

There may be circumstances when part-time attendance is requested by the school in consultation with parents/carers and other agencies.

Teaching and Learning Styles

In the Foundation Stage, Teaching and Learning styles include whole class teaching, small group work and paired and individual work which are all supported by on-going observations

Teaching and Learning

In order to promote good Teaching and Learning in our school, we aim to

- Develop good relationships between home and school, so that children feel secure and develop a sense of well being
- Start from the needs of the child and plan the learning from assessments and observations
- Provide opportunities for the children to learn through first hand experiences, give clear explanations, make appropriate interventions and extend and develop play and communication skills, both inside and outside the classroom
- Plan a curriculum based on the Early Years Foundation Stage Curriculum that supports the children to make progress towards the Early Learning Goals
- Provide children with the opportunity to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Enable children to develop independence and self-management
- Identify the progress and future learning needs of children through continuous assessment
- Involve the children in planning their learning
- Develop good relationships between our school and the settings that our children experience prior to joining our school
- Have clear aims and success criteria, to monitor and evaluate planning to improve what we do

Play in the Early Years Foundation Stage

Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation Stage Curriculum. The children are involved with both group and individual play, some initiated by adults and some by children.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of any 'differences'. All children at Parley First School are treated fairly regardless of race, religion or ability. All children and their families are valued within our school. We plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and economic backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds

Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals.

The six areas of Learning include:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

All of the areas are delivered with a balance of adult-led and child-initiated activities, both indoors and outdoors. At Parley First School we ensure that the requirements of the EYFS are met through all six areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the EYFS. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas can be delivered in isolation from the others; they are equally important and depend upon each other to support a rounded approach to the development of each child.

Assessment, Recording and Reporting of Progress

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation stage is on going and is an integral part of the learning and development process. The assessment of children will take a variety of forms including-

- Optional baseline assessments
- Observations
- Checklists
- Dated and annotated examples of work
- Photographs

The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for the child. The observations are then matched to the early learning goals and are recorded as part of the Early Years Foundation Stage Profile.

Informal parent and child interviews are held in the Autumn Term prior to the children starting school. Parent consultations are held in the Autumn and Summer term. At the end of the Spring Term annual written reports are presented to parents at a parent consultation evening where the focus is upon targets for the end of the Foundation Year.

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We develop this through

- Inviting all parents to an Induction meeting during the term before their child starts school
- Pre-school clubs and an induction morning held in the Summer Term
- Holding a Foundation Curriculum session for parents in the Autumn term
- Parent consultations in the Autumn and Spring and Summer term
- Encouraging parents to help in school
- Encouraging parents to talk to the child's teacher, whenever concerns arise

Equal Opportunities

All children have an equal entitlement to a good Early Years curriculum regardless of gender, race, culture, religion, disability and special or medical needs

Monitoring and review

It is the responsibility of the Early Years Foundation Stage coordinator to follow the principles in this policy . The Head Teacher ,Teaching and Learning Manager and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The Headteacher, Governors, EYFS Coordinator and staff will review this policy in line with the policy review schedule. Any amendments will be presented to the Curriculum Governors

Reviewed Every Three Years

L.Hennessy /M.Pike

January 2011

Reviewed: March 2011

Next Review Due :

Spring 2014

Appendix 1 Letter to parents re part/full time attendance

Parley First School Starting school in Foundation Stage (Reception Year)

At Parley we aim to ensure that our transition process is organised to give all children the best opportunity for a happy, secure start to school life.

Before Starting school

As soon as we receive our admissions list from Dorset County families are written to and invited to the following:

- New Information Evening
- Opportunity to visit school if not already done so
- Two afternoon sessions for parent/carers and children during the second half of the Summer Term. These sessions give children the opportunity to become familiar with the school environment and meet their teachers. It is also an opportunity for children and parents to meet each other and talk to school staff.
- A transition morning where children are invited to spend a morning in their classroom independently.

School staff also liaise closely with pre-school settings, visiting Rainbow's End, Longham Pre-school and Ickle Angels as our main feeder settings and also visiting other settings when possible if required.

Starting School in the Autumn Term

The first two days of term are given to parent interviews. All parents are offered an appointment to meet their child's teacher. This is an opportunity for us to get to know each other, to learn more about your child and for you to be able to ask questions.

The start of term is staggered to give all children time to learn their new routines etc and become comfortable in a new environment without being overwhelmed. Children initially attend in a small group on a given day. All children then attend together for morning sessions until the end of the second week of term.

Full time provision

In line with national guidelines, from September 2011, all 4+ children may request a full-time school place when they begin school in September.

At Parley we recognise that for many children this will not be the right decision. A full day at school is very different from a full day in a pre-school setting and many parents would prefer a more gentle start to school life especially for the younger children.

We therefore do not expect all children to start full time in the first term and will arrange afternoon sessions to ensure that no child is disadvantaged by morning only attendance.

In order for us to plan for the Autumn Term we ask all parents to return the slip below to school by the date given. Should you change your mind about the provision requested please get in touch with the school as soon as possible,

We look forward to working with you during your child's time at Parley.

Autumn Term attendance in Foundation stage 2011.

Child's name _____

Please indicate your preferred option and return to school by xxxxxxxxxx

Part time attendance i.e. mornings until Christmas

Part time attendance i.e. mornings until half-term

Full time attendance from September

Signed _____