



## Mottram C.E. Primary School

### Early Years Foundation Stage Policy

*At the heart of our small school is family. We believe that every child is unique and has the potential to change our communities for the better. We encourage children to show compassion for others and to embrace our Christian values and the love of Jesus.*

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage 2021).*

#### **Introduction**

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Mottram CofE Primary School.

#### **Intent**

In Early Years we aim to provide every child with opportunities to achieve their own unique potential. All children will be given experiences that promote tolerance and respect for others while encouraging our Christian Values. Children will learn through direct experience, enquiry and active exploration, both indoors and outside. Through our rich learning environment, children will make memories that they will take forward with them for the rest of their learning journeys.

**Through our vision and mission our Aims:**

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

**How do we do this?**

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills and to be motivated in their learning. Children are inquisitive and curious, and we wish to build upon this in a positive and enjoyable manner.

**Planning**

The Early Years Foundation Stage is based around four key themes and seven areas of learning. The seven areas of learning and development are interconnected and consist of three prime areas (Physical Development, Communication and Language and Personal, Social and Emotional Development). The prime areas are strengthened and applied through four specific areas (Literacy, Numeracy, Understanding the World and Expressive Arts and Design). At Mottram we use Development Matters to help support us in our planning and delivery of the Early Years curriculum. Our staff ensure learning and development is implemented through a mix of adult-led and child-initiated activity and play.

**The four themes:**

- A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- Enabling Environments - The environment plays a key role in supporting and extending children's development and learning.
- Learning and Development - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.



### **The three prime areas:**

#### **Physical Development**

Children are given opportunities to move to music, use equipment and demonstrate strength, balance and coordination. They have chances to develop and practice their fine and gross motor skills. This includes holding a pencil correctly and using a range of small tools, such as paint brushes and scissors, effectively. This is done in both indoor and outdoors and by working with a wide range of resources.

#### **Communication and Language**

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions, and saying rhymes and singing songs together.

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

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are supported to develop a positive sense of self and to set themselves simple goals. They are encouraged to manage their own basic hygiene and personal needs, including dressing, going to the toilet and the importance of healthy food choices.

### **The four specific areas:**

#### **Literacy**

Children are encouraged to use the mark-making areas indoors and outdoors independently but also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. Children listen to many stories and take part in many activities related to books in order to develop a life-long love of reading.

#### **Mathematics**

Children are supported to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.



### **Understanding The World**

Children will learn about living things, their environment/community and the world around them. They will compare past and present, including the people who are important in their lives. Children will listen to a vast range of stories to aid their understanding of different cultures and societies. These stories will also expose the children to new vocabulary which will support their reading comprehension.

### **Expressive Arts and Design**

Children are encouraged to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other.

### **Assessment**

- Children entering school are observed during their first weeks, to provide baseline information.
- Monitoring of each child will take place through daily observations, conversations and photographs. We believe that communication with our children is crucial for informing us of their next steps.
- Children's progress in the seven areas of learning is tracked throughout the year, at the end of the Autumn, Spring and Summer terms. At the end of the year the E.Y.F.S. profile results are sent to the L.A.
- An end of year report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve.

### **Transition**

Changing from a preschool/ nursery setting can be daunting for both parents/carers and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals from other settings to ensure the children have visits, so they become comfortable with their new environment. We have regular dialogue with parents/carers and professionals to ensure we gain a full overview of the child and their needs. We aim for each child to visit our setting in the summer term, prior to this visit we also aim to visit children at their pre-school/nursery setting. During the transition from EYFS to Year 1, children get to spend time in their new classroom and meet their new teacher/teaching assistant. We also meet with the Year 1 staff to share information on each child.

### **Partnership with Parents/Carers**

We greatly value the contribution and knowledge which parents and carers bring. We believe it is essential to build effective teacher/parent/carer relationships and therefore try to include parents/carers as much as possible.

We encourage parent/carer partnership through:

- A summer visit for the child and parents/carers to visit the school.



- An admission meeting to explain school and class routines.
- Pre-school/Nursery visits will take place before children start.
- Encouraging parents/carers to make use of the home/school diary which is looked at daily by an EYFS staff member.
- Making parents/carers feel welcome by being friendly, approachable, and having an 'open door' policy.
- Informing parents/carers of what we have been learning each week through 'Red Class News'.
- Providing children with homework and topic related activities to complete at home.
- Inviting parents/carers to stay and play sessions and to talks about curriculum areas (altered during Covid).
- Parents/carers are invited to attend parents/carers consultation evenings.
- End of year report sharing highlights of each child's time in EYFS and next steps to be worked on.