

Rack House Primary School Foundation Stage Policy

“EYFS at Rack House Primary School is a provision of excellence, drawing upon expertise to support and develop children and their families in the extended Rack House community.”

At Rack House Primary School's EYFS our intention is that our knowledge and skills based curriculum is relevant, extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment and encourages children to live happy, healthy and productive lives. It intends to inspire and motivate children to learn more and achieve academic excellence whilst ensuring the well-being of the children is high.

Our curriculum encourages our children to be:

- **Respectful and resilient**
- **Happy, healthy and honest**
- **Proud and perseverant**
- **Safe, secure and successful**

Rack House's EYFS pupils will achieve developmentally appropriate goals across seven areas of learning, through being exposed to our own sequenced curriculum. Our curriculum offers them opportunities to learn essential skills for life, such as communication, cooperation, team work, resilience and respect for others, their environment and themselves. It allows them to develop their knowledge and understanding fully.

The 'Characteristics of Effective Learning' are explored copiously, through a purposeful progression and careful balance of adult directed teaching and child led learning, for children aged 2 to 5.

This will enable the children to leave our EYFS well-prepared for Key Stage 1 and beyond, and life in the world, with the skills and knowledge to succeed.

We will provide a range of opportunities for pupils to move learning from the short to the long term memory. By the time our pupils leave EYFS, they will have mastered a range of skills and developed knowledge through careful planning for progression and depth.

We aim to build resilience and encourage a positive mind-set amongst our children as it is often through mistakes we learn the most. In our EYFS, the curriculum is tailored to meet the needs of all pupils in order to prepare them fully for the future. We believe that the curriculum we offer should fire children's imagination and be challenging yet enable all to experience success regardless of their ability. It promotes a self-belief which enables our children to reach their own full potential.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Rack House Primary School, there is provision for children to take up funded places in our 'Buddies' room the term after they turn 2 years old. This offer is also extended to families wishing to pay for a place for their child after they turn 2. Full wrap around care is available in this provision, and hours are contracted. Here, we can provide 16 places in the morning and a further 16 places in the afternoon.

Following this, children join the 60 place Nursery class full time in the September after they turn three years of age, after an initial period of staggered entry. The children join the Reception class the September after their 4th Birthday. Apart from in exceptional circumstances, Reception children will access school full time, from the first day.

The EYFS Framework

The EYFS framework includes 7 areas of learning and development, all of which are seen as important and interconnected. Three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive. They support children's learning in all other areas and are known as the 'Prime Areas'.

The 3 Prime Areas are:

Communication and Language – Listening and Attention, Understanding and Speaking. This involves giving 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.

Physical Development – Moving and Handling and Health and Self Care. This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development – Managing Feelings and Behaviour, Self Confidence and Self Awareness and Making Relationships. This 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 abilities.

The 3 Prime areas are followed by 4 'Specific Areas'. The Specific Areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

Literacy – Reading and Writing

Mathematics – Numbers and Space, Shape and Measures

Understanding the World – People and communities, The world and Technology

Expressive Arts and Design – Exploring and using media and materials and Being Imaginative

We deliver learning for all the areas through planned purposeful play and learning experiences with a careful and progressive balance of adult-led and child-initiated activities. Weekly plans including learning objectives in all seven areas of learning, taking account of Early Years Outcomes statements and the Early Learning Goals whilst also ensuring that stretched through our own interpretation of the EYFS curriculum and that their knowledge and skills feeds into the expectations in the rest of the school. In planning and guiding children's activities, staff always reflect on the different ways that children learn and reflect these in their practice.

The three 'Characteristics of Effective Teaching and Learning' are:

Playing and Exploring - children investigate and experience things, and 'have a go';

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

British Values

We are an inclusive setting and our ethos and curriculum enables children to be independent learners, to make choices and to build strong relationships with their peers and all adults. Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We would challenge pupils, staff or parents who expressed opinions contrary to fundamental British values.

Democracy

We respect, listen to and act on children's and parent's voice. Children are involved in making class rules and they are expected to contribute and cooperate with them, taking into account the views of others.

The Rule of Law

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Our behaviour policy, L.E.A.F, aims to teach children to behave in socially acceptable ways and to understand the rights and needs of others. We use positive strategies to handle any conflict and praise and acknowledge desirable behaviours.

Individual Liberty

At Rack House children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices, to manage risks, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms and are given opportunities to resolve conflicts effectively.

Mutual Respect

At Rack House Primary School we value all of our children and families. We celebrate our rich cultural and religious diversity and promote mutual respect. Children are modelled respect through caring, sharing and listening to others. Adults help children to understand how actions and words affect others. All children, including those with special educational needs and disabilities are valued for their individuality and supported to achieve their best. Children are taught that life is not the same for everyone and we support charities such as Children in Need.

Tolerance of those of Different Faiths and Beliefs

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations and 'World Culture' days throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events. We are a 'Rights Respecting' school. We monitor all forms of bullying and harassment and actively promote courtesy and good manners towards all.

Assessment and reporting arrangements

We believe that planning should start from what the children already know. An assessment of each child is undertaken with the parents before entry to the Early Years, providing the teacher an understanding of how he/she can help each child achieve their next steps in learning. Assessment for learning is then ongoing. From this future planning is informed as well as possible target groups who may need further support identified.

The seven areas of Learning and Development are working towards ensuring children can achieve the 17 Early Learning Goals. Evidence for the achievements of the children in relation to the 17 Early Learning Goals is documented in the children's online Learning Journey.

Staff currently use 'Target Tracker' (an online assessment tool) to record children's progress. This contains the 'Early Years Outcomes' statements and is used to track progress through the seven areas of learning. A summative assessment of children's achievements is sent to the LA at the end of the Reception year. Parents also receive a detailed written report at the end of the summer term each year, which will also include information on the children's characteristics of learning.

Assessments of the children and achievements are mainly made through observations of child initiated activities in the indoor and outdoor classrooms and evidence is collected. Evidence takes the form of photographs, videos, post-it notes and examples of independent work. Parents have access to their child's online learning journey and are given chance to add their own observations.

Welfare and Safeguarding

At Rack House Primary School we understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage (Sept 2014) (See Safeguarding Policy). These requirements are audited each year. Jenny Kelly is the Designated Person for Safeguarding Pupils