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## Windrush Valley School

### Policy Documents Annual Review Record

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|----------------------------------|--|
| <b>Citation</b>                  | <u>This document shall be cited as:</u><br>Foundation Unit [EYFS] Policy<br><br><u>Associated policies:</u><br>All school policy documents |
| <b>Regulatory standard</b>       |  |
| <b>Person responsible</b>        | Headteacher  |
| <b>Comments to</b>               | Headteacher  |
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| <b>Person reviewing/updating</b> | Alan Wood  |
| <b>Source/author</b>             | Alan Wood  |
| <b>Implementation</b>            | Immediate and on-going   |



## The Foundation Unit

### **Background**

The Early Years Foundation Stage (EYFS) is the first key stage in the school. It caters for children from 3 to 5 and prepares them for entry into key stage 1 at the start of statutory education. Provision is carefully regulated in law in *The Childcare Act Section 39(1) (a) 2006* which stipulates that early years' providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended in 2012). This requirement is currently specified in the Department for Education (DfE) Early Years Foundation Stage Profile 2016 Handbook.

### Windrush Valley School

- provides quality learning experiences which are structured, balanced, relevant to the child and related to the real world.
- provides a curriculum that 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" is our starting point.
- ensures the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- provides a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum.
- creates a partnership with parents to support and enhance the development of the children.

EYFS, as a component of the school as a whole, is committed to the principle of equal opportunity for all and works positively to achieve this principle in all areas of its work, both implicitly and explicitly. The school's Special Educational Need and Disability Act (SENDA) policy applies in the event of a child demonstrating such a need.

### **Assessment**

There is an on-going process of assessment involving key school personnel, the parents and the child. All contributions to the process are valued equally and whilst a variety of methodology is utilised in order to capture and retain the most pertinent and reliable information necessary to demonstrate progress, practitioners' assessments are primarily based on observing a pupil's daily activities and events. In particular, practitioners note the learning which a pupil demonstrates spontaneously, independently and consistently in a range of contexts.

### **Pupils with additional learning needs**

The school operates a fully inclusive policy enabling pupils with additional learning needs to be educated alongside their peers in a supportive and encouraging environment. The needs

of pupils with additional learning requirements are met through the application of their individual education plan. Staff are alert to the early signs of pupils experiencing difficulties with their learning, emotional development and social skills. Extensive support is immediately available through the school's SENCo and specialist support staff.

### **Planning, recording and assessment**

The curriculum is organised on a topic-by-topic plan covering four academic years. Topic planning takes place on a half-termly basis. Activity planning occurs on a weekly or daily basis.

#### Four Year Topic Plan

| Term                   | Year 1                     | Year 2                     | Year 3                     | Year 4                     |
|------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b><u>Autumn 1</u></b> | Me, my friends, my family  | Farms                      | Hibernating and Migration  | Growth(Plants)             |
| <b><u>Autumn 2</u></b> | Festivals and celebrations | Festivals and Celebrations | Festivals and Celebrations | Festivals and Celebrations |
| <b><u>Spring 1</u></b> | Endangered Animals         | Pets                       | Dinosaurs                  | Mini Beasts                |
| <b><u>Spring 2</u></b> | Pirates                    | Fairy Tales                | Transport                  | Spring                     |
| <b><u>Summer 1</u></b> | Knights and Castles        | Under the Sea              | People who help us         | Space                      |
| <b><u>Summer 2</u></b> | Babies                     | Super Heroes               | Feelings                   | Technology                 |

## **EYFS areas of learning and their associated ELGs**

There are three prime areas of learning and four specific areas of learning as defined by the Qualifications and Curriculum Authority (QCA):

### Prime areas of learning

- Communication and language development
  - Listening and attention (ELG 01)
  - Understanding (ELG 02)
  - Speaking (ELG 03)
- Physical development
  - Moving and handling (ELG 04)
  - Health and self-care (ELG 05)
- Personal, social and emotional development
  - Self-confidence and self-awareness (ELG 06)
  - Managing feelings and behaviour (ELG07)
  - Making relationships (ELG 08)

### Specific areas of learning

- Literacy Development
  - Reading (ELG 09)
  - Writing (ELG 10)
- Mathematics Development
  - Numbers (ELG 11)
  - Space, shape and measures (ELG 12)
- Understanding the World
  - People and communities (ELG 13)
  - The world (ELG 14)
  - Technology (ELG 15)
- Expressive arts and design
  - Exploring and using media and materials (ELG 16)
  - Being imaginative (ELG 17)

## **The EYFS Curriculum**

The school adopts in their entirety the four principles of good EYFS practice:

### Each child is unique

Every child should be a competent learner, capable, self-assured and confident. We recognise that children develop in individual ways and in varying rates. Praise and encouragement are used as well as celebration and rewards in order to encourage children to develop a positive attitude to their learning.

### Positive relationships

We recognise that children learn through secure relationships and our aim is to always develop a caring child who is respectful of peers, adults and family.

### Enabling environment

In recognition that the environment plays a key role in supporting children's development we plan challenging, achievable activities and experiences to extend learning.

### Learning and development

The EYFS has two classrooms, a large outdoor play area including access to a church and nearby playing/sports fields. Our nearby 50-acre conservation site includes a substantial area for the EYFS forest school. All areas provide opportunities for active and quiet activities where children can learn and play in safety.

### **Principles that underpin our curriculum**

The curriculum is delivered through both adult led and structured free play activities. Within structured play activities children gain conceptual knowledge and language in an incidental manner through the sensitive intervention and language input from adults. Activities involve the use of both natural and made material, selected to support the children's learning. Learning is achieved via a mixture of subject, cross-curricular and topic based activities which encourage children to explore, investigate and question; through a balance of adult directed and structured free play activities, delivered through cross-curricular activities and topic based themes. These provide opportunities for children to use, explore and develop skills in verbal communication.

EYFS staff work in partnership with parents in order to find out about the child's experiences, culture and home background. Each child is supported in developing personal self-esteem, through shared experiences and by being given opportunities to learn about the lives of others. Opportunities to participate in local and wider community visits, thus developing individual and communal responsibility. Awareness of the national and global environment is developed through regular access to the school's Conservation Centre, meeting visitors, using artifacts, books, photographs and information technology.

Communication and language permeate through all areas of the EYFS and actively promoted by the positive images and role models provided by all adults. This extends and enriches existing skills to enable the children to assume responsible future roles in society.

The children are provided with experiences which:

- promote independence, confidence and self-respect;
- promote responsibility for personal learning by encouraging them to concentrate and persevere in their learning and seek help when necessary;
- support them in making decisions;
- enable them to resolve conflict through negotiation;
- help them to form effective social relationships with others;
- enable them to treat living things and their environment with care and concern;
- help them to take turns and share;
- help them express their feelings;

- provide opportunities to express their opinions, and to consider and respect those of others;
- help them develop an understanding of right and wrong;
- promote the development of equal opportunities and respect for people of other cultures and beliefs;
- enable them to succeed.

In providing such experiences all adults:

- provide appropriate role models for the children;
- value the home lifestyle, culture and circumstances of each child;
- share an agreed view about the Foundation Unit ethos;
- encourage others to share in the life of the Foundation Unit.

From the outset children are introduced to the school's credo for learning: *look, listen and learn* which forms the basis for lifelong learning and permeates all classes in all locations throughout the school, in order to:

- process and later re-call information,
- interact with others
- share in other's feelings and thoughts
- develop imagination and aesthetic awareness
- respond to their own experiences and those of others.

Activities which encourage the development of these skills include:

- Story-telling to individuals.
- Story-telling to groups.
- Sound lotto games.
- 'Sound Walks' focusing on what can be heard on a street or in a park.
- Giving the children simple instructions to follow.
- Asking the children to listen for a particular character or event in a story.
- One-to-one discussions.
- Group discussions.
- Role-play.
- Reciting poems as a group.
- Singing Foundation unit rhymes as a group.
- Encouraging children to make up and tell stories based on pictures.
- Story telling followed by discussion about the story.

Opportunities to talk support children in forming relationships with both peers and adults in their ability to interact with others, and in the expression of thoughts and feelings. The children experience the spoken word as a means of conveying information, sharing and receiving ideas and as a means of gaining insight into the world of imagination.

The school fosters the early acquisition of enthusiasm, enjoyment and confidence in developing and using physical skills as essential precursors to moving on to the school's extensive games, PE and swimming programme of competitive sports. The EYFS provides a balanced programme of activities to support the physical development and well-being of the children. The programme of activities includes personal hygiene, healthy eating and exercise and permeate all areas of the EYFS curriculum.

Confidence, self-responsibility, enjoyment and enthusiasm are developed through structured free play and adult directed activities with the emphasis on supporting individual progression. Provision is made for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control. They are encouraged to respond physically to verbal, auditory and visual stimuli such as music, stories, pictures and the like. Equipment is organised in order to develop an awareness of health and safety with the children encouraged to think about and discuss such aspects. Skills of co-operation, turn-taking and team building are developed throughout the curriculum again as precursors to team games in the older sections of the school.

The school places great store in teaching children to read from an early age. It regards the ability to read widely, wisely and well as key to successfully accessing a literate society at an early age. Reading encourages children to:

- Enjoy literature and share this pleasure
- Use books to gather and use information
- Foster independent thought
- Gives confidence to learn new skills, enhance knowledge and develop critical judgements

Important early pre-reading activities include:

- Sorting and matching toys and games.
- Sequencing activities.
- Labelling of coat hooks and other personal items with the child's name.
- Story-telling to individuals/groups, following the story through the pages of a book, pointing to the words as they are read if appropriate.
- Labelling displays and other items in the EYFS.
- Games matching sounds to letter symbols.
- Reading corner for free play with books.
- Displays of items starting with a particular letter.

Such activities are essential precursors to moving on to the school's phonic programme, the pathway into formal reading and access to the school's reading programme.

Along with reading, the ability to communicate successfully in a literate society also requires the concurrent skill of writing in order to convey information, express one's thoughts, ideas and feelings, and as a means of recording and ordering facts and information. The early stages of the EYFS starts this process by teaching the correct grip for penmanship, correct letter formation and orientation; through mark-making initially, before moving on to traditional paper and pen exercises. Early pre-writing activities include:

- Sorting and matching toys and games.
- Sequencing activities.
- Free play with paper and writing equipment.
- Modelling with playdough and clay.
- Colouring.
- Tracing over lines, shapes and letters.
- Dot-to-dot drawings including copying lines, shape and letters.
- Pathway drawing activities (pencil control tasks)
- Sand and water

The children have an opportunity to observe peers and adults using and applying mathematical skills and concepts in everyday situations and in EYFS based activities. Although often taught as a discrete subject, Maths is not seen as a separate area but rather as part of the whole curriculum and consequently potential for developing mathematical awareness is built into all the activities provided by the EYFS.

The children have the opportunity to explore the properties of a wide range of materials in a range of contexts which will include much free play experience with and without adult input, and experience of real life situations such as shopping, cooking, sharing etc. The children will experience the sorting, matching and comparing of a wide variety of objects and materials so that they can begin to count systematically and understand the meaning of number. Focussed practical experiences will enable the development of conceptual understanding. Confidence and enthusiasm are supported through sensitive adult input which provides for open-ended questioning and the development of mathematical thinking and language.

Art, music and performance are central to the school's overall philosophy; these have their genesis in the EYFS. Individual and group free play with musical instruments, moving to music, listening to live musicians, listening to recorded music, discussion of feelings which result from different types of music and singing introduce children to appreciating music, developing the desire to play a musical instrument later in their school life and ultimately to the concept of performing in front of others; a key cornerstone of the school's philosophy. Dressing-up games, home corner, role-play with shops, post offices, doctor's surgery, imaginative play with dolls and models further develop the children's imagination through role-play.

The children explore a wide range of materials and media to enable them to begin to appreciate and understand the many different forms and purposes of creative activity, to express their ideas and feelings and to promote the development of the imagination. They are encouraged to explore freely by themselves, with peers, and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation. The children have access to, and opportunity to handle, equipment covering a variety of techniques and interpretations.

The programme of work in the EYFS includes some or all of the following types of activity:

#### The environment

- Visits to locations within the local environment: shops, places of worship, parks, places of work.
- Individual and group discussions following visits.
- Recording of visits through photo displays around the classroom, drawing, painting and modelling.
- Discussions and stories that involve journeys: home to nursery, home to grandparents' home, home to a holiday destination.

#### Past and present

- Curriculum enrichment week
- Oral history - discussions about the personal experiences of EYFS parents and grandparents when they were children.
- Story telling based on family history.
- Stories relating to events in the past.
- Discussion and role-play about special events such as weddings, births, festivals and celebrations.
- Discussions about daily routines.
- Investigation of items from the past and comparison with present day equivalents: old and new toys, a modern washing machine and Victorian washing equipment.
- 'Guess who is who' game based on pictures of the children as young babies.

### The natural world

- Lessons in the school's conservation centre
- Forest school
- Individual and group discussions about the weather and changing seasons.
- Keeping daily and weekly weather charts.
- Visits to parks, farm parks, zoos and wildlife parks.
- Pictures and collages of natural scenes including animals, plants and trees.
- Observation of animals and plants both inside and outside the school.

### The made world

- Stories relating to life in other parts of the country and in other parts of the world.
- Pictures and collages of scenes including buildings, vehicles and other made objects.
- Discussion about different types of homes and different types of transport.

### Investigations

- Observation of items with and without aids such as magnifying glasses, binoculars and microscopes.
- Structured play giving the children opportunities to observe and predict outcomes.

### Technology

- The use of construction toys to make models and vehicles.
- Discussion about different technological items e.g. telephones/televisions.
- Role-play using technological items e.g. a telephone discussion between a doctor and a patient.
- Use of computer programs
- Programmable toys

### **Parents as partners**

Parental involvement is encouraged in order to support and enhance the development of the children, to value the contribution parents make towards their child's learning and to provide support and guidance to parents as educators. We

- provide parents with information prior to the admission of their child.
- work with parents to make observations and assessments on each child.
- provide opportunities for parents to discuss their child's progress.
- provide guidance, advice and resources to support learning at home.
- provide regular written and verbal progress reports to parents.

Prior to admission parents each child experiences a familiarisation session during which the children can play and parents can ask questions of staff. Each parent receives an EYFS handbook containing details of the Admissions Policy and the Curriculum as well as useful information relating to the school as a whole.

Additional learning needs or health related issues are noted at this time. This information forms the foundation for subsequent teaching and eventually leads to the completion of progress reports and assessments prior to transfer to Year 1.

Parents have access to information regarding the curriculum activities and events through regular newsletters and written information placed on the parents' noticeboard. Resources are available which parents can borrow to use at home with their child.

Staff complete twice-annual reports on each child and are available to discuss these with parents when requested. Such reports are used to provide advice for parents to support learning at home. In addition to exemplars of work, accumulated over time, photographic records are also maintained to demonstrate progress. A Parents' Evening is held twice a year to give parents an opportunity to discuss their child's progress with staff. The parents' noticeboard is updated on a regular basis. A description of each week's activities will be placed on the noticeboard. Parents also receive school based information on a daily and weekly basis.

### **Transition into Form 1**

The school recognises the importance of planning a smooth transition into statutory educational provision in Year 1. To aid this transition the Year 1 teacher works in the EYFS two sessions a week in order to develop effective working relationships with and knowledge of the individual needs of children. The children frequently visit their new classroom throughout their Reception year, and in the term preceding their transition spend full days there receiving lessons with their new teacher. All assessment information relating to individual progress and learning styles, together with all essential additional information are exchanged between the 'sending/receiving' teachers in a structured, time-allocated meeting attended by a senior member of staff.

### **Health and Safety**

The EYFS is subject to the same conditions, practices and policies as the main school.

### **Safeguarding**

All EYFS children are subject to the same safeguards, practices and policies as the main school. Additionally, the lead professional is fully trained in Safeguarding practice and serves as the designated safeguarding lead for the school as a whole. All EYFS staff are trained in safeguarding practice and are guided in their daily work by the school's professional Code of Conduct. All staff appointed to work in the EYFS, either full or part time, or as casual support staff, have undergone rigorous appointment checks prior to appointment; all are subject to the same conditions of service, qualifications and training requirements. There are strict guidelines on the use of mobile telephones and image capture systems in the EYFS.

## **Data Protection Act 1998: How we use pupil information**

This should be read in concert with the school's policy document on Data Protection. We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department of Education (DfE). We use this personal data to:

- Support our pupils' learning
- Monitor and report on their progress
- Provide appropriate pastoral care; and
- Assess the quality of our services

This information will include their contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your son/daughter that we hold, please contact:- Mrs Amanda Douglas, Headmistress via the school office.

We are required, by law, to pass some information about our pupils to the Department for Education (DfE). This information will, in turn, then be made available for use by the LA.

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangement in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit:-

<https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit:

<https://www.gov.uk/government/publications/national-pupil-databases-requests-received>

If you need more information about how our local authority and/or DfE collect and use your information, please visit the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

**Alan Wood**  
**September 2018**