



We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

Early Years Foundation Stage Policy

Mousehole School
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Signed *SEATON*(Head Teacher)

Signed *L. Hodgson*(Chair of Governors)

Mousehole Primary School Early Years Foundation Stage Policy

Introduction

"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 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 highquality 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 EYFS 2021).

At Mousehole School our Foundation Stage is for children from 2 to 5 years.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

At Mousehole we aim to:

- Provide a safe, caring and challenging environment that is sensitive to the needs of all children.
- Provide a broad, stimulating and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions, ensuring that all children, irrespective of their ability or background have the opportunity to reach their potential.
- Support children in building relationships through the development of social skills, such as co-operation and sharing.
- Support children to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The EYFS is based upon four principles:

A unique child – We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships – We recognise that children learn to be strong and independent, from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling environments – We aim to create a supportive and stimulating learning environment, where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up through planned continuous provision for the areas of learning. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and developing – The early years learning environment is organised to allow children to explore and learn securely and safely, taking appropriate risk. There are areas where the children can be active, be quiet and rest. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

The Curriculum

The planning through our early years setting is based on the EYFS framework. The framework is made up of seven areas of learning and development, all of which are seen as important and interconnected. There are 3 prime areas that are particularly paramount, for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (DfE Statutory Framework for the EYFS 2021 1.4) They support children's learning in all other areas, they are known as the prime areas.

The prime areas are;

- **Communication and Language** – Listening and Attention and Understanding and Speaking
- **Physical Development** – Gross motor skills, Fine Motor Skills
- **Personal, Social and Emotional Development** – Self – Regulation, Managing Self and Building Relationships

The specific areas of learning develop essential skills and knowledge. The specific areas are:

- **Literacy** – Comprehension, Word Reading and Writing
- **Mathematics** – Number and Numerical Patterns
- **Understanding the World** – Past and Present, People, Culture and Communities and the Natural World
- **Expressive Arts and Design**– Creating with materials and Being imaginative and expressive

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning, all activities planned within the Reception class are done so with these characteristics in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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.

Observation, Assessment and Planning

Quality planning is the key to making children's learning effective, exciting and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows that the principles of EYFS are put into practice and is always informed by observations that we have made of the children, in order to understand and consider their current interests, development and learning needs. The planning within the EYFS is based around block projects and the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects the identified needs. As we are a small setting the staff are able to constantly assess and review each child's learning. More in depth assessments are also conducted through the year linked to the areas of learning. Throughout reception we are constantly sharing our learning with parents/carers and talk to parents/carers on a regular basis. Alongside this we also have 2 parents meetings- one in the Autumn and one in the Spring term. At the end of Reception a written report is also made for each child and sent home to parents/carers who can then come to talk about their child's progress with the teacher. At the end of their time in reception children will with be emerging or expected in their development against the 7 areas of the curriculum.

All children in reception must complete the Reception Baseline Assessment (RBA). This is a short assessment taken in the first six weeks in which a child starts reception (DfE Statutory Framework for the EYFS 2021 2.7).

Learning Through Play

At Mousehole we believe in the importance of learning through play in our Early Years classroom. We believe that children learn best from experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play.

Inclusion and Equal Opportunities

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. At Mousehole we take pride in giving children every opportunity to achieve their best. In the early years we set realistic and challenging expectations that meet the needs of all our children. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

-Monitoring children's progress and taking action to provide support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the school's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under- fives scheme. Reception children are entitled to a free school meal, these follow a healthy food model. Any special dietary requirements are catered for.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Children are taught the importance of keeping clean and washing their hands correctly.

At Mousehole Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy and risk assessments in place) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment), safeguarding and child protection policies and there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

Intimate Care

Depending on the age and stage of a child's development, they may need some extra support with intimate care. For example, dressing, wiping their bottom after using the toilet, changing underwear and clothes following an accident or changing nappies.

Parents inform staff of those children likely to require such care and a discussion takes place regarding how their needs can be met as closely in school as they would be met at

home. If a child requires such care during the day, staff will meet the care needs by using clean clothing provided by parents or changing a dirty nappy. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Privacy is maintained as far as possible and staff are always encouraged to change a child in the presence of another member of staff. Intimate care is given to children who need it in line with our school policy. Parents are always informed when this care is given.

Parents and Carers as partners

We recognise that parents are children's first educators, and we value the contribution they make. We recognise the role that parents have played, as well as their future role, in educating the children. We do this through:

- Having an initial meeting with parents after 6 weeks of their child starting nursery to share how they have settled into Mousehole Mice.
- Having regular focus child meetings with Parents and carers throughout their time at Nursery
- Holding a parents Induction Meeting before children start their Transition into reception
- Offering "phonics" workshops to all parents
- Having thorough handovers in the morning and afternoon so that all adults are aware of how the child is on that particular day
- Using the Seesaw app throughout the whole early years to keep in contact with parents and carers
- Using Tapestry throughout the whole of the early years to share their children's learning and achievements.
- Offering parents regular opportunities to talk about their child's progress at parent consultations
- Parents receive a report on their child's attainment at the end of each school year
- Parents are encouraged to talk to the child's teacher if there are any concerns;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open afternoons, Class assemblies, Sports Day etc.

Key children.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In Mousehole Mice every member of staff will also act as a 'Key Person' to certain children within the nursery. Every child will receive a key person.

Transition

Prior to a child's entry into Mousehole Mice, the following has been put into place to ensure a successful transition:

- Parents and children are invited to look around the setting, ask any questions and are given information about the setting.
- The first day that the child starts parents/carers are welcome to stay to support with their child's transition into nursery. Following this the child can stay for shorter sessions independently until they are ready for a full day/ half a day.
- After a settling period the child's key worker will meet with them formally and discuss how they have settled into the nursery.

Prior to a child's entry into the Reception class at Mousehole, the following has been put into place to ensure successful transition:

- **Pre-School Visits** - The Reception teacher will visit every child in their setting to talk to their Key worker and the children.
- **Stay and Play**- we regularly have the children from our onsite nursery- Mousehole Mice into the Reception Classroom. Also, our outdoor area is shared so from the start of the children's time in Mousehole Mice they are familiar with the adults in Reception Class and also with the Reception Classroom. During the second half of the summer term the children will be invited into the Reception Class more often to explore and play. Any children who don't attend Mousehole Mice will be given the opportunity to join with the stay and plays.
- **Parent Meetings** - In the July prior to starting school, the children will attend a 'move up morning' with their new teacher and the parents are invited into school when they will be given lots of information regarding what to expect about school, the EYFS curriculum and general advice. In addition, this is a time to ask any questions and discuss the daily routines of the class.
- **Home visits** - In the summer term, parents of the new intake children will receive a letter in order to arrange home visit. This enables the early years staff to get to know children in their own environment, in an attempt to provide children with a smooth transition from home to school.