



Silverhill Primary School
Policy for Early Years Foundation Stage

Curriculum

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Foundation Stage 2 (5 years). At Silverhill Primary School children join Foundation Stage 2 in the year they turn five. There are 2 classes of 30 children in the Foundation Stage 2 unit and four members of staff; two teachers and two teaching assistants.

Practice in the EYFS is shaped on four overarching principles (Statutory Framework for the EYFS- 2014).

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Developing **positive relationships** helps children to be strong and independent
- **Enabling environments** where there is a strong partnership between practitioners and parents/carers and where experiences match a child's needs
- An understanding that **children develop and learn in different ways**

The areas of learning and development

The Early Years Foundation Stage curriculum consists of seven areas of learning and development. All areas of learning and development are important and interconnected.

There are three prime areas are:

- Communication and language (C&L)
- Physical development (PD)
- Personal, social and emotional development (PSED)

The three prime areas are strengthened and applied through four specific areas

- Literacy (L)
- Mathematics (M)
- Understanding the world (UTW)
- Expressive arts and design (EAD)

At Silverhill Primary School each area of learning and development is implemented through planned, purposeful play and through a mix of adult led or initiated and child – initiated activity. The daily planning sheets indicate the continuous provision, both inside and out, as well as the teacher –led/initiated activities and planned times for child- initiated activities. Practitioners endeavour to consider individual needs, interests and stage of development and plan a challenging and enjoyable experience for each child.

At Silverhill, we support children in developing the three characteristics of effective learning:

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: and

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These characteristics are linked to and enhanced through the promotion of our school ethos and values ‘*The SPIRIT of Silverhill*’, a whole school approach to developing a positive mindset and learning to learn skills:

Strength, Perseverance, Initiative, Respect, Independence, and Tolerance.

The elements of ‘The Spirit of Silverhill’ are made explicit to the children and are discussed and modelled frequently. The children become adept at peer and self assessing, theirs and their peers use and development of these behaviours and attitudes.

To develop the Prime Areas;

Communication and Language- is made a priority throughout the year. Practitioners recognise the significance of good quality interactions with children throughout the day and endeavour to do so in a thoughtful, non- interfering way. Children get the opportunity to practise their speaking and listening skills across a range of contexts. Key vocabulary is made explicit across all areas of learning. Children are taught the ‘language of learning’ linked to the characteristics of effective learning and MAGIC habits, enabling them to better communicate ‘what’ they have learned as well as ‘how’ they have learned. We also have several ‘Communication Friendly Spaces’ set up both inside and out to provide children with quite spaces to talk. We use Talk Partners through out the day and the children are taught how to speak and listen to their Talk Partner effectively.

Physical development- we use the Derby City Physical Literacy programme to help develop key areas of physical development such as crawling, hopping, rolling and jumping. We also have two PE lessons each week which also incorporate the whole school Fundamental Movements programme, which develops core strength. Physical development of both gross and fine motor skills is planned into the daily indoor and outdoor provision. ‘Dough disco’ and ‘Squiggle whilst you Wiggle’ sessions (by Shonette Bason) are held daily to develop fine and gross motor skills. These help to promote both letter and number formation. A malleable activity is also available everyday.

Personal, Social and Emotional Development- We have regular Circle times that incorporate key elements of PSED; we also deal with issues that arise incidentally. There is a weekly planned PSED session following the school scheme – the Cambridgeshire Personal Development Programme that focuses on topics such as family, growing up, keeping safe and healthy lifestyles.

Managing Feelings and Behaviour-the school’s behaviour management system ‘Good to be Green’ is introduced to the children in FS2 and followed consistently. Routines and systems of organisations are developed along with the children to encourage independence as well as providing the children clear boundaries and a high level of expectation concerning their behaviour.

To develop the Specific Areas;

Literacy

Reading - we teach the children to read using the Letters and Sounds systematic phonics programme. This is a daily 20 minutes session which also incorporates elements of Read, Write Inc and Jolly Phonics. The children take home a Letters and Sounds book to practise the sounds and tricky words they have learned, at home. The children also take 2 reading books per week to practise their reading skills at home. Practitioners also model reading each day in a Literacy/Topic focussed input. Several stories are also read each day.

Writing, we teach children the key writing skills as part of the Letters and Sounds sessions. The children are taught the letter formation alongside the sound. As their reading skills develop the children are encouraged to start to write phonetic and tricky words, leading to captions and simple sentences. Practitioners model writing each day as part of Literacy/topic input. We use key elements of Pie Corbett's 'Talk for Writing' such as using story maps and actions to retell and plan stories.

Every other week the children take part in Group Guided reading or writing. The daily continuous provision also offers many opportunities to develop both reading and writing/mark making skills.

Mathematics- We structure our maths session on the 'Little Big Maths' approach (Shonette Bason). Each session is about 20 minutes long and includes;

- **Counting** - an active 5 minutes practicing counting in 1s, 2s 5s 10s
- **Learn it** - a few minutes practising number facts
- **It's nothing new** – linking prior learning to new learning
- **Calculation** - applying what the children know to calculations and problem solving.

The continuous provision (inside and out) also provides many opportunities for the children to practise their mathematical skills. We teach elements of **Number** and **Shape Space and Measures** each week.

The children are **grouped** according to their stage of development for both mathematics and Letters and Sounds. We have found this to be the most effective way to adapt the learning to meet the needs of the children. The groups are very 'fluid' and ongoing assessment ensures the children are in the appropriate group to meet their stage of development throughout the year.

Understanding the World and Expressive Arts and Design- are taught in a cross curricular way linked to literacy and topic. The children have a range of opportunities to develop these areas of learning both inside and out, everyday.

They have access to a creative area where they can lead their own learning as well as teacher led activities to develop specific skills. We have two role play areas that are topic linked to encourage being imaginative as well as C &L and PSED skills. In the unit the children have access to children's cameras, Beebots, interactive white boards and computers to promote use of technology.

Each week we do 'Out & About'- activities that are based in the school grounds.

British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in our provision (see appendix). We celebrate the main religious festivals, arrange visits and visitors, as well as take part in whole school enrichment days and special events. The children learn about the school values and ethos through the learning and discussion of the Silverhill School Prayer.

Plan- Do- Review – We have these sessions three times per week. They enable a more focussed approach to child initiated learning. The children **plan** their choices for the session and then carry them out, **do** them. Then at the end of the session **review** how well their activities went. These sessions are invaluable in enabling the children to develop their own interests, and building up their levels of confidence and decision making. They promote many of the Characteristics of Effective Learning and encourage self assessment during the review session, where children are encouraged to use the ‘language of learning’.

Assessment

‘Ongoing assessment (formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations’
(Statutory Framework for EYFS 2014).

On Entry

In the autumn term, for the first 6 weeks, we carry out The Early Excellence Baseline, which is observation based. We start with a ‘Long Observation’ which helps us to get to know the child and see the characteristics of effective learning they are demonstrating as well as their current state of well being.

We carry out a ‘Language Link’ assessment with each child to identify anyone who is going to need support with developing Communication and Language. Children who may have a speech difficulty are assessed using Speech Link. Recommended activities are then carried out daily at school. Children who need a referral to a Speech Therapist are also identified.

The children are assessed against the 12 mile stones for 4 year olds using the Derby City Physical Literacy programme. Specific skills that need further development and practice are then planned into our continuous provision, P.E. and Physical Literacy sessions. The children are re assessed later in the year to measure impact.

Ongoing

Children’s progress and next steps are constantly monitored and identified through observation and discussion throughout the day, across all areas of learning. Activities and experiences are then planned to meet the identified next steps.

At the end of every half term significant observations and records of discussions are put into each child’s ‘Learning Journey’ and annotated to show the stage of development the child is working within. This information is then put into the Early Excellence Tracker so progress for each child can be tracked.

Throughout the year parents and carers are encouraged to liaise with staff to keep them informed of their child’s ongoing success and achievements out of school, using the ‘Proud Moments’ system. Annotated ‘Proud Moments’ are incorporated into the child’s Learning Journey and help to inform ongoing assessments.

The children have half termly small group meetings with a practitioner to share their Learning Journey and discuss their next steps. Regular meetings for practitioners to discuss children's progress across all areas of learning, interventions and next steps, helps to ensure a consistency of approach and accuracy of judgements made.

End of year

Assessment against the Early Learning Goals takes place near the end of the summer term and the EYFS profile for each child is completed. Practitioners indicate whether children are meeting expected levels of development, exceeding expected levels or not yet reaching expected levels. Judgements are moderated within the unit and with local schools in the area.

Interventions

Vulnerable children are clearly identified during the first 6 weeks. Targeted interventions are put in place straight away to ensure maximum progress- 'Dough disco', speech therapy, 'Talk and Learn', extra 1-1 reading, small group number work, Learn to Read for example. The progress children make whilst undertaking an intervention programme is monitored half termly and tracked in a 'Provision Map'.

Inclusion/ Special Educational Needs (SEN)

Assessments take into account contributions from a range of perspectives to ensure any child with special educational needs is identified at the earliest possible opportunity. Concerns are always discussed with parents/carers at an early stage and the school's Inclusion Manager and SENCO are called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

Enabling Environments

At Silverhill we aim to create an attractive and stimulating learning environment, both inside and out, where children feel confident and secure and supported to take risks. The continuous provision is enhanced with areas and activities set up to reflect current learning and topic focuses, as well as following children's experiences and interests. We aim to provide stimulating resources relevant to children's cultures and communities.

Partnership between practitioners, parents and carers

Children learn to be strong and independent through positive relationships. At Silverhill we aim to build up relationships with the children that are warm and caring, respectful and sensitive as well as supportive to the children's needs. We therefore value the importance of building up a strong partnership with parents and carers.

In order to do this we:

- meet with parents/carers to talk about their child before they start in FS2.
- invite all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Foundation Stage 2 year, in order to detail our routines and to explain how they can support their child with different areas of learning for example reading
- encourage parents to talk to practitioners about any concerns they may have using our 'open door' policy of always being available at the start and end of the day or to ring the school to speak to a practitioner
- provide a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play early morning sessions in the first term, assemblies, enrichment days, school visits, having a birthday lunch with their child on the 'birthday table'

- encourage parents to complete 'proud moments'. These provide parents an opportunity to celebrate their child's learning and development which become part of the child's Learning Journey
- ensure that Learning Journeys are freely available to the children and their parents each day. They are also shared during parent consultations.
- run open mornings modelling our approach to the teaching of Letters and Sounds and maths. These are run in the Spring Term to help parents to support their child with their learning
- provide each child with a home-school communication book which comes to school each day to record reading and letters and sounds practice and progress. Parents/carers are also encouraged to record messages to practitioners if appropriate.
- run two parent consultation evenings to discuss their child's progress in detail
- provide a report of their child's attainment and progress at the end of the academic year

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability and social circumstances. All staff are aware of the need for the curriculum and resources to reflect cultural diversity and the need to prepare pupils for life in diverse and multi-faith society

Welfare and safeguarding

"Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them."

At Silverhill Primary School, we understand that we are legally required to comply with the safe guarding and welfare requirements set out in the Statutory Framework for Early Years Foundation Stage 2016.

Child Protection

We understand that we are required to protect the physical and psychological well-being of all children by following the whole school **Safeguarding Children Policy**. Staff are only permitted to use class cameras or tablets to take photographs of significant moments, as part of ongoing assessment of a child's development. Personal cameras and mobile phones must not be used in the classroom. Parents/carers are required to sign a permission slip for their child on entry to school to allow photographs of their child to be taken. Permission is also sought as to whether a child's photograph can be used in the local newspapers or on the school website.

Staffing

We have classes of 30 children in Foundation Stage 2. Each class has a qualified teacher and teaching assistant who work very closely together, as a team, within our Early Years unit. We always have at least one member of staff who has a current paediatric first aid certificate on the premises when children are present and who accompanies the children on school outings. Other adults that voluntarily help out in the Foundation Stage unit have had an induction meeting with a Designated Safeguarding Lead, have a current DBS and have provided two references.

Health

We understand that we are legally required to promote good health, preventing the spread of infection and taking appropriate action when children are ill to follow the whole school policy for administering medicines i.e. medicines are not administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical; knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent or carer.

At Silverhill, a written record is kept each time a medicine is administered to a child. to have a first aid cabinet accessible within the unit at all times. A record of accidents and injuries and the treatment is kept to have fresh drinking water available at all times. We have a snack and sink area within the unit, that provides healthy snacks and fresh water.

At Silverhill we follow the Derby City Council Toileting and Contenance Policy for children who may have continence problems. Individual care plans will be developed to meet specific needs.

Managing behaviour

In Foundation stage 2 we have adapted the whole school policy based on the attitudes and behaviour promoted through The SPIRIT of Silverhill. It provides a clear, consistent and positive approach that helps children learn to manage their feelings and behaviour appropriate to their stage of development and individual needs.

Safety

In Foundation Stage 2 we follow the whole school Health and Safety policies. We ensure that the premises, furniture and equipment are safe and suitable for purpose. At Silverhill the children have constant access to an outdoor area. We operate a free flow system where children can choose to play outdoors or inside. A separate risk assessment has been undertaken for the outdoor area.

Outings

At Silverhill Primary School, we use the Evolve system to provide an electronic record of all visits undertaken. All appropriate risk assessments are carried out or provided by the organisation being visited, well in advance of the visit taking place.

Transition

From preschool – During the summer term prior to a child's entry into Foundation Stage 2 at Silverhill, the following procedures have been put in place to ensure successful transition;

- Members of staff will visit the main feeder settings and speak to the children's key workers and observe the children in their preschool setting.
- Pre school settings not visited, will be phoned in order gather appropriate background information of the children
- Parents are invited to an Induction afternoon where they are introduced to the school, general systems and routines etc...
- The children visit the FS2 setting , meet their class teacher and teaching assistant and stay and play for an hour
- Parents have a discussion with their child's class teacher and a 'Voice of the Parent' sheet is completed together. Any concerns a parent may have regarding their child's learning and development can be discussed.

- Preschool records and assessments will be used to help identify/ inform the children's stage of development and starting points
- Children requiring extra support and/or with additional needs will have visits to their preschool setting as appropriate

From Foundation Stage 2 to Year 1

Completed Profiles are discussed with the year 1 teacher for each child. Judgements are explained. Year 1 teachers are also involved in the moderation of evidence for those children exceeding the Early Learning Goals. Children at the Emerging Stage at the end of the year, continue working towards the Early Learning Goals during the first term. Any children with SEN are discussed in detail. A copy of the children's profile report is given to Year 1 teachers along with a short commentary regarding the characteristics of effective learning demonstrated by each child. Year 1 teachers are informed of which children have/haven't achieved a good level of development. In the summer term a series of transition mornings are held where the children meet their Year 1 teacher and spend time in their new classroom carrying out activities that will help them to settle well into Year 1.

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