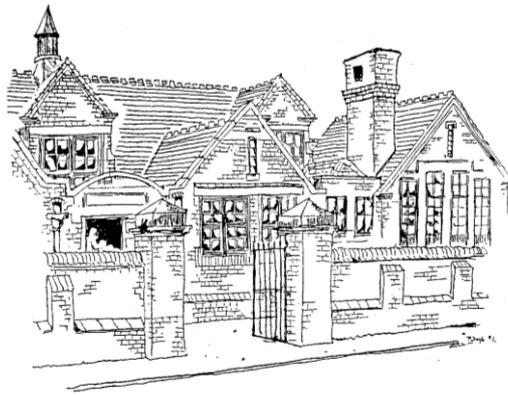


Netherfield Primary and Pre-School

Early Years
Foundation Stage Policy

January 2017



Nurturing the potential of all, striving to be the best we can be

Enjoy, Learn, Achieve

School Philosophy

“Everyone a Leader, Everyone a Learner”

At Netherfield Primary school we believe that all members of our school community have special skills and talents to lead others, but also that we are all on a continuous journey of learning and self reflection together, as we strive for excellence. We believe in ‘reaching for the stars’ in order to exceed our own expectations. In order to achieve these aspirational targets, we must ensure that our children get off to the very best start in their education. Therefore, the practitioners in our EYFS setting have a crucial role to play in ‘laying the foundations’ of future success.

Mission Statement

At Netherfield Primary School Early Years Foundation Stage and Pre-School we are passionate about giving our children the very best start to their education. We want children to view coming to school as ‘going on an adventure every day’ - full of fun, mystery and wonder. We want our settings to be a place where children, in close partnership with their families, come to feel nurtured, gain confidence and thrive as children and learners.

Aims

- For all of our children to be happy, healthy and safe both in and out of school
- To develop independent, creative and resilient learners
- For everyone to be capable communicators
- To immerse children in a creative reading, writing and mathematics curriculum

Netherfield Curriculum

We adhere to the statutory framework of the EYFS and the four guiding principles that shape practice within early year's settings.

These are:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and /or carers
- Children develop and learn in different ways and at different rates.

Learning and Development

The foundation stage curriculum is broken down into several areas of learning, all closely inter-connected and our continuous provision facilitates these. There are three prime areas, which are recognised for being crucial components for igniting curiosity and enthusiasm for learning and for building the capacity for children to learn, form relationships and thrive.

They are:

- Communication and Language (CLL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

These areas are delivered throughout our book based focus and are a balance of adult-led and child-initiated learning experiences. The continuous provision will offer a range of opportunities for children to; experiment, consolidate and extend their learning in both the indoor and outdoor environment.

How we ensure great teaching and learning

Principle and Rationale	What it looks like in EYFS
<p>Challenge So that Children have high expectations of what they can achieve</p>	<ul style="list-style-type: none"> ● Learning objectives are clear and differentiated so that all children can achieve and reach their potential. ● Reflection time challenges children to share what they have learned during CP. ● Next steps are shared with children and parents and reviewed termly. ● Children will have the opportunity to respond to 'wishes' immediately for greater impact. ● Adults will sensitively intervene to progress learning. ● The environment offers opportunities for children to challenge themselves. ● Personalised learning for all, promoted through our 'challenge' adult.
<p>Explanation So that Children acquire new knowledge and skills</p>	<ul style="list-style-type: none"> ● Adults provide a clear explanation of new concepts and ideas. ● First hand memorable experiences of these concepts. ● Challenge misconceptions daily through our 'intervention' adult. ● Paired talk gives children opportunities to explain ideas to each other to improve their own ideas and peers understanding of concepts.
<p>Modelling So that Children know how to apply the knowledge and skills</p>	<ul style="list-style-type: none"> ● During the Autumn term adults dedicate time to model how to effectively use the learning labs to support their learning. ● When modelling, teachers "think aloud" explaining the choices they are making. ● Examples of models displayed in class to refer back to. ● Effective modelling gives children step by step guidance on how to be successful at applying particular skills. ● Teachers are aware that they are modelling behaviour to children all the time and recognise how big a responsibility this is.
<p>Practice Children engage in deliberate practice to embed learning and ensure understanding and retention</p>	<ul style="list-style-type: none"> ● Children will apply their learning within the learning labs from daily phonics, maths and writing sessions. ● The stimulating learning environment invites children to practice and develop their key skills across the curriculum. ● Children read lots. ● Children write every day. ● Children practise number work every day.
<p>Questioning So that... Children are made to think hard with breadth, depth and accuracy</p>	<ul style="list-style-type: none"> ● Teachers ask well thought out, open questions which probe children's understanding and make them think. ● Children are given plenty of time to think before answering a question. ● Teachers ask challenging questions that may push children out of their 'comfort' zone. ● Questions will be asked in a range of different ways. ● Teachers will use assessment knowledge in order to 'direct' questions to identified children. ● Question prompts are displayed in the learning labs.
<p>Feedback So that ... Children think about and further develop their knowledge and skills</p>	<ul style="list-style-type: none"> ● Feedback is given to children in the moment and children are given time to respond appropriately. ● Teachers use a range of symbols to communicate success and next steps (see feedback policy). ● Children self-assess their work against the success criteria.

Observation and Assessment

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations through 2simple which are collated into a learning Journey. Expectations are that each child will have one observation of each area of learning every half term. Evidence will be monitored and moderated half-terminly to ensure quality and consistency, this is done both internally and externally. We have daily on-going professional dialogue where all members of staff are responsible for sharing information on children's achievements and concerns. Within the final term, we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of effective learning. Staff use Scholarpack to record children's progress measured against the age bands every half term. Individual phonics assessments are carried out half-terminly to check children's phonic knowledge and skills.

Learning through play

At Netherfield Primary and Pre-School we understand that high quality play is the key to deep, successful learning in all aspects of the Early Years Curriculum. Our Continuous Provision is delivered through a series of 'Learning Labs' which cover each area of learning and development through planned, purposeful play. All members of staff understand that play is essential for children's development, building their confidence as they learn to explore, problem-solve and collaborate with others. Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences which help them make sense of the world. The adults model and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong.

Meaningful experiences

At Netherfield we believe that every minute of every day should be filled with enriching learning opportunities, therefore we provide exciting educational trips and visitors. Children are exposed to 'awe and wonder' displays in the in the environment which are full of interesting, curious and inspiring objects as a stimulus for learning. Children will enjoy a social lunch with their teacher who will model and support with table manners and encourage children to try new, healthy foods. We proudly celebrate our children's learning and achievements through weekly assemblies, reading rewards parties and finishing on a high with an end of foundation graduation.

Parents as partners

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education. At Netherfield every child will be assigned a key person who will be responsible for sharing information on each child's

learning and development and support at times of transition. We have an open door policy where communication is key, through sharing information and building relationships for success. During the Autumn term, parents are invited into school to see how phonics is taught first hand. Learning Journeys are shared with parents termly at 'stay and share' sessions where parents have the opportunity to contribute and comment on their child's progress.

Inclusion

We value all children as individuals at Netherfield irrespective of their culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace, so that all children can achieve and excel against the Early Years Curriculum. We work in partnership with outside agencies to ensure children's wellbeing and development is at the heart of all we do.

Transition

To ensure a smooth transition for all children, we offer stay & play sessions, home visits, a welcome meeting and staggered entry to F1 and F2. We personalise the transition arrangements to suit the needs of our children to ensure they feel safe and happy as they progress in their school journey.