



## Early Years Foundation Stage Policy

This policy is made available to all staff at Hurlingham School and to parents on request.  
It applies to Hurlingham School's work in the Early Years Foundation Stage.

### 1. Introduction

At Hurlingham School we provide a broad and balanced curriculum. Through the delivery of the Early Years Foundation Stage curriculum, the Foundation Stage Profile and the Every Child Matters approach, we seek to encourage, support and challenge all children to achieve the highest standards of which they are capable.

In addition to academic growth, our curriculum also promotes each pupil's moral, cultural, social, physical and creative development through the six areas of learning. Early Years education encompasses all learning. It provides the foundation upon which children build and develop at their own pace.

### 2. The aims of the Foundation Stage

- To provide the children with a well planned and resourced curriculum to take their individual learning forward and to provide opportunities for all to succeed in a caring, supportive and creative environment.
- To work in partnership with parents and carers to help children learn and develop.
- To follow guidance from the Department for Education, especially the characteristics of effective learning, the 'Every Child Matters' agenda and the 'Curriculum Guidance for the Foundation Stage'.
- To create an environment where all children feel happy and secure.
- To provide first hand experiences which are enjoyable and rewarding and develop the skills of investigation and exploration.
- To recognise and cater for the needs of the individual to foster independence in **all** children so that they may be the best that they can be.

### 3. Medium and Short Term Plans

In Nursery and Pre-School we have adopted 'In the Moment' planning which capitalises on the children's interests and passions whilst ensuring a broad and balanced curriculum on a daily basis and appropriate progress towards the Early Learning Goals.

In Reception, each topic is planned using explicit references from the Early Learning Goals, and is resourced inside and outside for spontaneous learning, planned activities and experiences as well as adult led activities, to ensure a well-balanced and exciting learning experience for each child.

### 4. Morning and Afternoon Sessions

Special emphasis is placed on child- initiated activities and resources are available for the children to choose from, depending on what their individual interests are. In the Nursery, the day begins with independent exploration and these are followed by outdoor opportunities and structured learning in a

Circle Time setting. Afternoon sessions emphasise multi-sport activities, gymnastics, dance and karate.

Every day in Reception the children are taught structured lessons in Literacy and Mathematics in the mornings. Although they have these more structured lessons before lunch, they then have the opportunity to explore activities in the afternoon sessions too, to develop their understanding and knowledge. Our afternoon sessions (Explore Time/ Plan-Do-Review) are our provision for the children to explore and develop their learning through accessing the seven areas of learning, both in the classroom and outside, where the Reception staff set up areas and activities for the children to choose freely. During our Explore Time/ Plan-Do-Review time observations are taken by the Reception staff, photographs are taken for the individual children's Learning Journals (profile) and notes are taken for possible 'next steps' for planning.

## **6. The Foundation Stage Curriculum**

The Foundation Stage curriculum includes

- Personal, social and emotional development
- Physical development
- Communication and language
- Literacy
- Mathematics
- Expressive arts and design
- Understanding the world

For each area, the guidance sets out early learning goals that state what it is expected that children will know and be able to do by the end of the Reception year of their education.

### Personal, social and emotional development

This area of children's development covers:-

- Having a positive approach to learning and finding out about the world around them.
- Having confidence in themselves and their ability to do things, and valuing their own achievements.
- Being able to get on, work and make friendships with other people, both children and adults.
- Becoming aware of – and being able to keep to – the rules which we all need to help us to look after ourselves, other people and our environment.
- Being able to dress and undress themselves, and look after their personal hygiene needs.
- Being able to expect to have their ways of doing things respected and respect other people's ways of doing things.

### Physical Development

This area of children's development covers:-

- Gaining control over the large movements that they can make with their arms, legs and bodies, so that they can run, hop, jump, skip, roll, climb, balance and lift.
- Gaining control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials with safety and control.

- Learning about the importance of – and how to look after – their own bodies and their hygiene, including establishing a positive attitude towards a healthy and active way of life.

### Communication and language

- Listening and attention
- Understanding
- Speaking
- Being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others.
- Adding to their vocabulary by learning the meaning of – and being able to use – new words.
- Being able to use words to describe their experiences.

### Literacy

This area of children's development covers:-

- Getting to know the sounds and letters that make up the words we use.
- Listening to – and talking about stories.
- Knowing how to handle books and that they can be a source of stories and information.
- Knowing the purposes for which we use writing.
- Making their own attempts at writing.

### Mathematics

This area of children's development covers:-

- Building up ideas about how many, how far, how much and how big.
- Building up ideas about patterns, shape, space and measures.
- To understand the language used in mathematical activities.
- Understanding the meaning of numbers, counting and recognising.
- Begin to understand the meaning of adding and subtracting numbers and objects.

### Understanding the world

This area of children's development covers:-

- Finding out about the natural world and how it works
- Finding out about the world and how it works
- Learning how to choose – and use – the right tools and equipment for certain tasks.
- Learning about information technology, including programmable toys, computers, interactive whiteboards, cd players and cameras, how to use them and what they can help us to do.
- Starting to put ideas about past and present and the links between them.
- Beginning to learn about their locality and it's special features.
- Learning about their own and other cultures.

### Expressive arts and design

This area of children's development covers:-

- Using paint, materials, music, drama, dance, movements, words, stories and role-play to express their ideas and feelings.
- Becoming interested in the way that paint, materials, music, drama, dance, movements, words, stories and role-play can be used to express ideas and feelings.
- To explore and learn about how sounds can be changed.
- To explore a variety of musical instruments.
- Being imaginative

## **7. Assessment**

The EYFS staff use a range of assessment methods when gathering information on children's progress and achievements. We believe that observational methods are the principal tools through which assessments are made.

The children complete BASE assessments on entry in their reception year and then again at the end of the Summer term.

Weekly and daily assessments are done to track progress on sounds, words and numbers.

The 'Learning Journey' (our name for the Foundation Stage Profile) is an excellent form of assessment for each individual child and the children all have access to their 'Learning Journeys', so that they can see the progression in their own learning too. The parents also have access to these 'Learning Journeys' and continuous discussions are held between the staff and parents about their children's development and progress.

Children with additional needs are assessed continually throughout the School and are reviewed on a regular basis to allow the introduction of new targets and specific learning requirements.

Date of Policy: September 2010

Date of last Review: June 2017

Date for next Review: June 2018