

# Jesse Gray Primary

## Early Years FS2 Policy



**May 2021**

Head Teacher Signature:	
Date Adopted:	
Review Date:	May 2022

## Early Years Foundation Stage 2 Policy 2021

*‘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 age 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 high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

*The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. ‘The EYFS Statutory Framework 2021*

The Early Years Foundation Stage applies to children from birth to the end of the FS2 (Reception) year. At Jesse Gray Primary School we value the importance the EYFS plays in laying secure foundations for learning, development and preparation for life as well as their next steps in education.

### **Aims & Objectives**

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. We will:

- Provide happy, safe, stimulating, inclusive and challenging learning environments and experiences as children begin their journey through our school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development and incorporate children’s own ideas and interests
- Enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping them to progress.
- Develop effective relationships with parents and carers to build a strong partnership in supporting their children.

The Early Years education we offer our children is based on the following principles

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- It acknowledges the importance of a full working partnership with parents and carers.

## Every Child Matters

Being healthy - Enjoying good physical and mental health and living a healthy lifestyle

Staying safe - Being protected from harm and neglect and growing up able to look after themselves

Enjoying and achieving - Getting the most out of life and developing broad skills for adulthood

Making a positive contribution - To the community and to society and not engaging in antisocial or offending behaviour

Economic well-being - Not being prevented by economic disadvantage from achieving their full potential in life

Four Themes of Early Years Practice
<p><b>A Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</b></p> <p><b>Practitioners</b></p> <p>Understand and observe each child's development and learning, assess progress, plan for next steps Support children to develop a positive sense of their own identity and culture Identify any need for additional support Keep children safe Value and respect all children and families equally</p> <p><b>Child Development – Inclusive Practice – Keeping Safe – Health and Well Being</b></p>
<p><b>Positive Relationships - Children learn to be strong and independent through positive relationships.</b></p> <p><b>Positive relationships are</b></p> <p>Warm and loving, and foster a sense of belonging Sensitive and responsive to the child's needs, feelings and interests Supportive of the child's own efforts and independence Consistent in setting clear boundaries Stimulating Built on relationships in early years settings</p> <p><b>Respecting Each Other – Parents as Partners – Supporting Learning</b></p>
<p><b>Enabling Environments - 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 parents and carers.</b></p> <p><b>Enabling Environments</b></p> <p>Value all people Value learning They offer Stimulating resources, relevant to all the children's cultures and communities Rich learning opportunities through play and playful teaching Support for children to take risks and explore</p> <p><b>Observation, Assessment and Planning – Supporting Every Child – The Learning Environment – The Wider Context</b></p>
<p><b>Learning and Development - Children develop and learn at different rates.</b></p> <p>The EYFS framework covers the education and care of all children in EYFS provision, including children with special educational needs and disabilities. SEND.</p> <p><b>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</b></p> <p><b>They foster the characteristics of effective teaching and learning</b></p> <p><b>Playing and Exploring • Active Learning • Creating and Thinking Critically</b></p>

## A Unique Child and Positive Relationships

We support our children to be resilient, capable, confident and self-assured. They will develop positive relationships with everyone at Jesse Gray. We give them opportunities to achieve their personal best and planning is adapted to meet the needs of all. We do this through:

- Planning opportunities for all children that build upon and extend their skills, knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued
- Monitoring children's progress, ensuring every opportunity is taken to embed and accelerate learning further in an enjoyable and exciting way.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met

We want our children to learn to be strong, confident and independent. We aim to develop caring, respectful, professional relationships with our children and their families. We recognise parents/carers as children's first and most enduring educators. We have a range of ways in which we support our partnership including the following:

- A Welcome Induction Meeting for parents/carers to meet with staff to discuss school routines, expectations and to answer any questions
- Providing a child friendly handbook of information about starting school to support a child's transition
- Holding an informal 'Curriculum Evening' early in the academic year (October) to share how children are settling into the school environment and to share more fully our curriculum and daily routines
- An open door policy for parents/carers with any queries or concerns via Seesaw, email or face to face meeting
- Written contact through the Reading Records, Seesaw, the school website, newsletters and correspondence.
- Invitations to attend informal gatherings during and after school, Hot Chocolate, PJ and Story evenings, Chinese New Year dance, song and lantern walk, Eid Celebration Days, Bonfire Night, Christmas and Summer Fayres, Special Assemblies and Christmas performances and the Nativity.
- Busy Books to use over the summer holidays, to share home experiences and interests before starting at JG in September.
- Parent Evenings
- An Annual Report
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers, sharing and allocating Story Sacks or coming in to tell us about their lives and / or professions.

## **Enabling Environments**

At Jesse Gray our environment plays a key role in supporting and extending children's development, where we can ensure children feel confident, secure and challenged. The children have daily access to indoor and outdoor environments. Both environments provide child initiated and adult led opportunities.

The organisation of the classrooms reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities as well as learning through teacher direction and modelling. We have the following areas in provision:

- Small world trays for retelling stories
- Role play areas
- Large and small constructions
- Sand and water
- Book corners and with a range of fiction and non-fiction books
- Writing tables with a range of writing resources
- Choice of natural and man-made resources
- Table top games and jigsaws
- Computers and iPads
- Interactive whiteboards
- Malleable materials
- Musical instruments
- Painting and other creative equipment
- Maths games and equipment
- Kitchen area
- Music Room and specialist tuition
- Hall areas for specialist PE tuition
- Outside classroom in our Wild Life Area, a large school field, FS2 garden patio area and FS/KS1 playground with exercise, climbing equipment and other resources.
- Kitchen area
- Music Room and specialist tuition
- Hall areas for specialist PE tuition

## **Learning and Developing**

The EYFS Curriculum reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that shape educational provision in Early Years. All areas of learning and development are important and inter-connected. Our children's learning experiences enable them to develop competency and skill across a number of learning areas through adult led and child initiated activities. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive which are called the Prime Areas. The other areas are called the Specific Areas.

## EYFS Early Learning Goal Descriptors

Area of Learning	ELG
<b>PRIME AREAS</b>	
PRIME AND SPECIFIC AREAS IN PURPLE – CHILDREN NEED TO MEET THE ELG IN EACH OF THESE AREAS TO ACHIEVE A 'GOOD LEVEL OF DEVELOPMENT' (GLD)	
<b><i>Communication and Language</i></b>  <b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b><i>Physical Development</i></b>  <b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> </ul>
<b>Fine Motor Skills</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
<b><i>PSE</i></b>  <b>Self - Regulation</b>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Managing Self</b>	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>	<p>Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>
<b>SPECIFIC AREAS</b>	

<p><b>Literacy</b></p> <p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li> </ul>
<p><b>Word Reading</b></p>	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Mathematics</b></p> <p><b>Numbers</b></p>	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
<p><b>Numerical Patterns</b></p>	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p>	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p><b>People, Culture and Communities</b></p>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.</li> </ul>
<p><b>The Natural World</b></p>	<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p>	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

**Being Creative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

At Jesse Gray we follow guidance in the non-statutory documents, '**Development Matters**' 2021 and supplement this with the '**Birth to Five Matters**' 2021. We incorporate the '**Characteristics of Effective Teaching and Learning**' throughout.

**Planning**

Planning throughout Foundation Stage 2 is carefully tailored to meet the developing and changing needs and interests of the children focussing on key skills and areas of development. Curriculum Maps each half term are broad and fluid. Our long term planning ensures we teach all areas of the curriculum thoroughly ensuring coverage and opportunities to review, revisit, reteach and embed. We use children's development and outcomes to respond to their next steps and needs.

**Observations**

Observations and professional judgements support our assessment, planning and teaching cycle. We use the 2021 Baseline assessment alongside our own observations and recordings during the first two weeks of children starting in September to ensure our teaching is pitched perfect and personalised to individual need. These observations and assessments are on-going and formal assessments are recorded at specific points in the school year.

**Data and Reporting**

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We follow the guidelines in the annual statutory document, 'The Foundation Stage Profile and Handbook' when completing the Profile.