

Scapegoat Hill

Early Years Foundation Stage



January 2016

This is your child's first experience of full time school and now that your child is settled and making good progress we feel it is appropriate to give you some additional information.

We believe that children thrive, and learn best when there is a strong partnership between practitioners and parents and carers and that it is important that we continue to share and explain practice and policies with you ensuring effective communication.

Your child is part of Class 1 which is made up of Reception and Key Stage 1 children. All Reception children are entitled to the Early Years Foundation Stage Curriculum. This document will tell you about this, the ways children learn and explain the planning and assessment of learning.

We have included photographs of your child in this as they are at the heart of everything we do and their development, emotional wellbeing and success are important to us. We hope that you find this information useful.

We have included a 'Comments from home' sheet and would appreciate your input. Please tell us about your child's first experiences and their progress. We need you to be involved and value your contributions, they make a difference to your child's learning.

There will be a parent consultation week beginning 8 February, but we have an 'open door' policy and we are happy to talk to you about your child anytime!!!

Thank you for sending your child to Scapegoat Hill J&I School.

Early Years Foundation Stage

All Reception children are entitled to the Early Years Foundation Stage Curriculum. EYFS is a vital time for developing attitudes to learning and to others; it is our responsibility to broaden and extend children and to ensure that there is delight and pleasure in learning.



At Scapegoat Hill School we value the whole child as an individual and believe in developing self-esteem, independence and self-reliance, curiosity, creativity and the ability to make decisions for themselves. Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

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. Children learn to be strong and independent through positive relationships.

We value play and active learning.

We believe that -

- Children's learning is a cross-curricular process
- The organisation of the environment effects children's learning
- It important to start where the child is now.
- Children thrive on secure and sensitive relationships.
- Children's learning and achievements are enhanced when parents/carers and providers work together to support them.
- It is important to have successful links with other phases of education and the community.
- Children are motivated by the joy of learning.
- Children have a right to equal opportunities.



We aim to provide a range of activities that take account of developing physical, intellectual, emotional and social abilities.

We aim to provide an environment where children are encouraged to think and talk about their learning.



It's high up to there, that means it's all huge up to the sky! I'm just that big. (Touching his body from his head to his toes)



All learning in our setting is based on the Characteristics of Effective Learning (from EYFS Curriculum 2014)

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically - thinking

- Having their own ideas
- Making links - Choosing ways to do things



I'm digging deep to the core. It's really hot down there but it's not hot this deep.



Can I have a thinking bubble? ...
I'm thinking I'm mixing the
tomato soup. It boiled bubbles
and steam came white and up...
and it's going to taste of
tomatoes I think.

The Learning Environment

We believe that the organisation of the environment effects children's learning. We aim to provide an environment where children are encouraged to think and talk about their learning.

We have organised the unit to encourage decision making and self-servicing. Resources are of good quality and are organised to promote independent self-initiated learning.



We use display for sharing achievements, valuing efforts, and informing others. It is rich and stimulating and allows all children to feel proud of their achievements.

The learning environment includes outside. The provision for outside play and environmental areas reflects the quality of provision in the classroom.





Equal Opportunities

We believe that children have a right to equal opportunities.

We promote British Values.

Children develop and learn in different ways.

Our aim is to raise children's awareness of themselves as individuals, their relationships with other individuals and groups and encourage children to think and question.

Organisation ensures equal opportunities for first hand practical experience irrespective of gender.

We aim to develop multicultural awareness by drawing on all of the cultural experiences and resources within school and by looking outside school to the wider community. We regard diversity of culture as inherently enriching and as a valuable resource.

Health and Safety

The health and safety of all children and practitioners in school is paramount. Good health and safety habits are taught as part of the whole curriculum. Risk assessments are carried out appropriately for each learning environment. All equipment is subject to maintenance and safety checks.



The Role of the Adult



We believe that children thrive on secure and sensitive relationships.

We believe that children's learning and achievements are enhanced when parents and providers work together to support them.

The team of practitioners working with children includes parents, teachers, members of the local community, support assistants, nursery nurses, and students. This team has a number of roles to fulfil. These include:

- providing a welcoming, safe and stimulating environment
- setting aims, learning intentions
- planning to provide a broad and challenging curriculum
- interacting with and responding to individuals and groups
- monitoring and evaluating the quality of learning and provision

We believe that it is important to have successful links with other phases of education and the community.



Links have been made with the local pre-school settings. We aim to provide mutual support and a smooth transition from prior settings/home to school.

The EYFS children work within Class 1. The Reception and KS1 children work to different curriculums. However the Early Years and KS1 children work well together to support the learning of all children within both phases.

Having EYFS and KS1 children working together supports the continuation of the child's learning journey and transition between phases.

We embrace the opportunity given for older and younger children to work together to support each other's learning.

"I'm taking that row away in my head."



Now he's got all the money and I've got all the soup, he's got 10p and I've got 10 tins.

Differentiation

We value the whole child as an individual and believe in developing self-esteem, independence and self-reliance.

We believe that it is important to start where the child is now.

In consultation with families, a profile for every child is established on entry to school. Each child is an individual and through careful monitoring, assessment, planning, provision and evaluation we provide opportunities for learning and growth. We provide a range of activities and experiences that stimulate and challenge different children at different levels. Individual profiles are evidence of progress and value added achievement

Individual Educational Plans are drawn up when appropriate. Children with exceptional ability also have their learning extended in accordance with their needs and in consultation with their parents.

Planning

We aim to provide a range of activities that take account of developing physical, intellectual, emotional and social abilities.

We believe that it is important to start where the child is now.

We believe that children's learning is a cross-curricular process.

We believe that children are motivated by the joy of learning.

We plan work based on the EYFS Curriculum 2012 for children in the Unit underpinned by the EYFS Characteristics of Effective Learning and principles of the Every Child Matters Agenda

We see children as individuals who will progress at different rates and achieve in a variety of ways.

Planning towards Areas of Learning gives breadth and balance to our provision. The Areas of Learning and Development are:

Prime Areas

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



"It was too heavy to lift up! As heavy as the heaviest batman!"

Within each area we encompass the acquisition of knowledge, concepts, skills and attitudes. These elements of learning inform the planning process.

Our planning formats include:

Long-term planning: two-year cycle of themes which focus on different Areas of Learning. We provide continuity and progression, breadth and balance through relevant themes.

Medium term planning: half-termly plans are organised under Areas of Learning and Development and the EYFS Characteristics of Effective Learning for each unit of work.

Short term planning: showing areas of adult input, assessment and daily focus; continuous curriculum provision and daily planning showing, learning intentions, vocabulary, key questions, differentiation, evaluation and action for each focused activity.

I'm putting the bowls out..... we needed 9 spoons for 9 people. 1,2,3,4,5,6,7,8,9.



Assessment and Record Keeping

We aim to provide a curriculum that ensures continuity progression and challenge. We believe that it is important to start where the child is now.

Assessment and record keeping inform planning as a whole and highlight developmental points for each child.

This is an ongoing process which takes a variety of forms - sketches, individual observations (actual quotations are very informative), annotated work, numeracy, literacy and activity records, information from parents - and provides details for Individual Profiles which are updated termly. All this builds a picture of the whole child based on positive achievements.

Records are shared with the child in an appropriate way and used to help them evaluate their progress and look for steps forward.



It says 'tomato
soup a -n -d, and....
p-i-t-t-a.'

We believe that children's learning and achievements are enhanced when parents and providers work together to support them.

We aim to build strong relationships with parents which allow us to take appropriate opportunities to discuss achievements and concerns.

Observations of achievement are shared with parents at termly consultations. A written report is given in the summer term for full-time children. This written report will be included in the Record of Achievement.

Each child's Record of Achievement will also include dated and annotated examples of his/her work - drawings, mark making, interviews, paintings and photographs. These will be collected throughout the year.

Bibliography

Development Matters in the EYFS - Early Education
Foundation Stage Profile Guidance - STA
Parents: Partners in Learning - Primary National Strategy
Continuing the Learning Journey
The Foundation Stage Parent Information - SureStart
EYFS - NPS document
Every Child Matters

The statements in this document are agreed by the Early Years Team

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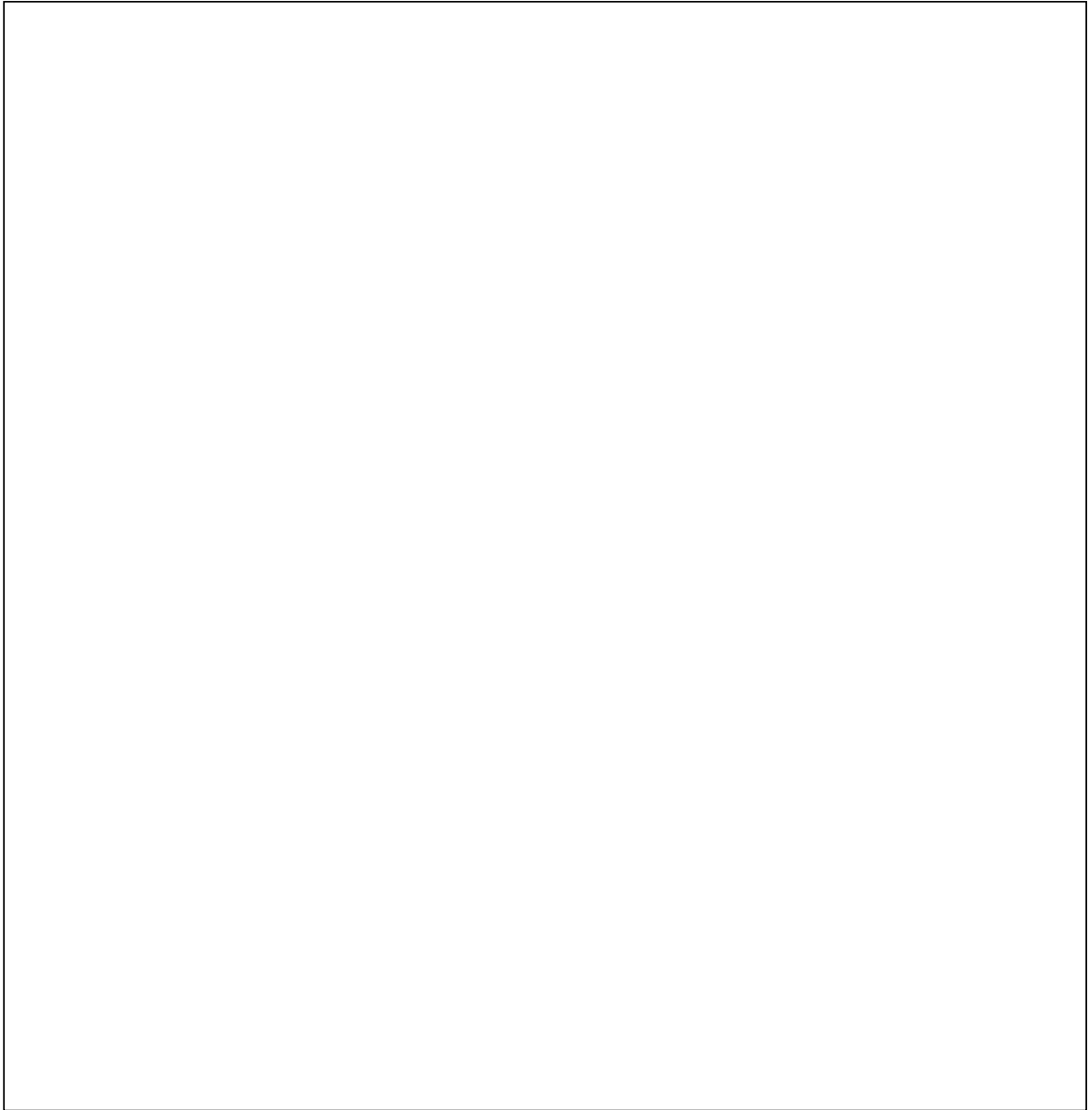
January 2016

Review date: July 2017

Scapegoat Hill J & I School

Achievement 2015/2016

Comments from Home



Child's Name

Signature

Date