

Early Years Foundation Stage policy – RSSKL kindergarten

The Early Years Foundation Stage Along with all early years settings in England, the kindergarten works within the statutory framework of the Early Years Foundation Stage (EYFS) that is founded on four overarching principles:

- 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 parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The current framework came into being in September 2014. It has three sections:

1. Learning and Development

For younger children, the emphasis for learning and development is founded on three prime areas of communication & language, physical development, and personal, social & emotional development. As children develop, focus is placed more on four specific areas of literacy, mathematics, understanding the world, and expressive arts & design.

Children come to kindergarten with a variety of home languages and learn to pick up English quickly in the rich, oral environment of the kindergarten. English language acquisition is supported through repetition of stories and songs, copies of stories can be given to parents to read at home, puppets are used to embellish storytelling, and parents are invited to help translate specific key words. Staff speak a number of languages including Portuguese, Spanish, Croatian, Polish, Swedish and Italian, alongside English. The Steiner kindergarten environment and staff team provide children with exceptional opportunities to develop in all these prime and specific areas, with some exceptions in the areas of reading, writing and use of computers, where, along with all registered Steiner Schools in England, the kindergarten benefits from exemptions as these do not form part of the Steiner Early Years curriculum.

Full details of the exemptions are explained from page 3.

The Key Person

The overall Key Person (See EYFS 1.11) is the kindergarten teacher who has the overview of all the children in her group. She will write up assessments, reports and feedback to parents. However, all staff may communicate with parents on a day-to-day basis at drop-off and pick up times. In order to properly meet the individual needs of each child, and to properly observe and assess their learning and development, each key person should be attentive to around 8-10 children in the group. Therefore, kindergarten assistants are given a key person role in respect of certain children in the group, and they will share information with the kindergarten teacher on a regular basis. Parents are informed who the key person for their child is.

Sharing learning at home

Parents can support their child's kindergarten experiences by providing healthy rhythms and routines in the home environment, and nourishing food to eat. Extra activities outside school hours are not recommended and may overwhelm and exhaust the young child. Most children enjoy listening to stories, especially about their parents' own life. Children may tell parents about their kindergarten experiences several days after events have happened, as their relationship to time is still developing.

2. Assessment

Continuous observation of the children is undertaken throughout the kindergarten years. Each child has a folder in which observations and learning journeys, together with examples of drawings and crafts are kept. Photographs may be used to support observations. Current emphasis has moved from focusing specifically on 'what' children are learning to acknowledging 'how' children learn – primarily through playing and exploring (“have a go”), through active learning (“keep trying”), and through creating and thinking critically (“having their own ideas and making links”). The kindergarten teacher is available to meet regularly with parents and invites parents to contribute to their child's folder by telling staff about significant changes and developments that have happened at home, for example, learning to ride a bicycle, or the arrival of a new sibling. Parents are given an age appropriate written assessment of their child each year.

3. Child Protection and Welfare Requirements

The EYFS provides comprehensive guidance on maintaining a safe and healthy indoor and outside environment, on ensuring enough staff are suitably trained and supported, and provides detailed information on all necessary policies and procedures for all early years settings. All staff have appropriate training in these statutory and welfare areas. A copy of the policy folder is kept in each kindergarten building and may be viewed upon request. Most school policies are also available on our website. A copy of the EYFS may be downloaded from: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>.

EYFS /STEINER INTERPRETATION AND READOVER IN THE AREAS OF LEARNING, EARLY LEARNING GOALS, AND CHARACTERISTICS OF EFFECTIVE LEARNING 2013

Agreed modifications/ exemptions for Steiner settings are in *blue italics*.

EYFS AREAS OF LEARNING	<u>ELG</u>	<u>STEINER WALDORF ASPECTS OF LEARNING</u>
PRIME AREAS	These develop in response to relationships and experiences, and run through and support learning in other areas. (Development Matters pg.4)	

<p>Communication and language Involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p>	<p>01: Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>02: Understanding Children follow instructions involving several ideas or actions. <i>They demonstrate understanding in response to stories or events or when recounting their experiences.</i></p> <p>03: Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>01: Stories, songs and rhymes: hear with rich vocabulary, repeatedly, delivered by human voice, with beautiful rhythm and/or foreign language: *developing an aural memory; listen attentively and enjoy a traditional fairy, folk nature tale -told true to cultural heritage and told in exactly the same way many consecutive times; listen and watch attentively to a puppet show; may be chosen to help with the puppet show once it has been repeated a few times - therefore anticipating the next part; listen to each other; listen attentively to the practitioner's comments and respond appropriately</p> <p>02: Group activities - play, domestic or creative work, meal times: *listen attentively to the practitioner's comments and respond appropriately; through conversations or actions interact appropriately with peers <u>Develop a Listening Disposition:</u> *ability to listen to (age appropriate) needs and feelings of self and of others; *ability to respond to (age appropriate) needs and feelings of self and of others; ability to be interactive, compromise, be flexible.</p> <p>03: They develop their own narratives and explanations by connecting ideas or events. *speak freely (and listen) to each other during activities; through conversations and or actions: interact appropriately with peers; talk about observations of any activity or environment etc.; imitate the polite manner of speaking modeled by the adults in the setting; have opportunities throughout each session to express needs and feelings <u>Puppet show or acting:</u> * recreate songs, rhymes and stories; use a combination of a known story and inventing new parts; imagination to make up own song, rhyme or story <u>Creative Play:</u> *dress up and pretend, perhaps stimulated by heard stories or personal experiences; create own imaginative world; home, work, adventure - using simple improvised, beautiful and natural props from environment; create a story with a story line; imitate language in own self-initiated and imaginative play; talk about play with peers or adults - story line, perceptions, ideas, feelings. *interact, negotiate and co-operate with peers in free creative play - communicating the story line, perceptions, ideas and or feelings; use emergent writing in own style creating props for creative play e.g. tickets for a train or show etc.; use emergent writing and mark making in own style; read pretend writing; use crayons for drawing or emergent writing; imitate the writing of their own name; read own name and names of friends; read" pictures in a story book, creating a story with sequence <u>Ring time -traditional games, songs and rhymes given in clear adult speech, rhythmically and routinely performed or sung beautifully:</u> *rhymes, riddles and games: extend vocabulary with word play e.g. "horsey-borsey"; enjoy, participate and imitate gestures and words, rhymes and sounds of poems, or songs; take part in rhymes, songs, games and poems shared in different languages; games: Participate e.g. 'I spy'- or similar game, fostering phonological awareness of beginning and end syllables in words. Connecting words and meanings through engagement with and repetition of words and movements. <u>Group activities - play, domestic or creative work, meal and snack times:</u> *share ideas and experiences; take part in counting games, rhymes, riddles etc <u>Domestic work:</u> *imitation of names of tools and actions; talk about domestic activities</p>
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<p>Physical development Involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p>	<p>4 Moving and handling: <i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including crayons for mark making.</i></p> <p>5 Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>04: Moving and Handling: <u>- control and coordination:</u> *during ring time, eurythmy, running outdoors, climbing etc. <u>- negotiating space and range of movement:</u> *moving freely whether indoors or outdoors and using all the space for imaginative free play. *step appropriately to the space e.g. climb a tree, run, skip, hop when outside, and walk, crawl under a drape, tip toe when inside. *have a sense of periphery and boundaries, showing respect and awareness of others - their play and toys. <u>Handling:</u> *using a range of large and small tools in woodwork, painting, sewing, drawing, gardening, chopping veg, (Involves sharp tools but under adult supervision) *handling, carrying and arranging large planks of wood and small pieces of natural material like cones, shells, pebbles, and silk/cotton cloths, large and small</p> <p>05: Health and Self-care *children grow, buy, prepare, wholesome organic (where possible) food * children eat the food they have prepared. * children wash their hands prior to food preparation and after the toilet * children learn how to serve and receive food at the table without handling food that others will eat * children are guided from a young age towards independence in toilet care and dressing * children dress appropriately for the season and weather. * help each other to dress * take off extra layers when hot and add layers when cold. * wear sun hats and sun screen in summer</p>
<p>Personal, social & emotional development Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</p>	<p>6 Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>7 Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>8 Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>06: *ability to listen to (age appropriate) needs and feelings of self; ability to respond to (age appropriate) needs and feelings of self - i.e. ask for help; independence, help self to play materials; utilise props ; creative; develop ideas and social interactions; concentrate</p> <p>07: *developing a "Listening Disposition" , know the Golden Rules, remind others of the Golden Rules How the child responds to the rhythm, routine and transitions. (routines: greeting time, through to story time and farewell. rhythm: festivals, religious and cultural e.g. harvest, advent, also celebrations, birthdays, multicultural.) interest, curiosity (peer and adult led activity), participation, joining in, willingness to have a go; respect, co-operation; ability to be quiet, to be still, to concentrate; independence (settling in to play, dress, hygiene-hands, hair, teeth); ability to imitate gesture and movement; not overwhelmed by sense impressions.</p> <p>08: Developing a Listening Disposition ability to listen to (age appropriate) needs and feelings of self and of others; ability to respond to (age appropriate) needs and feelings of self and of others; ability to be interactive, compromise, be flexible; ability to take turns with toys and in chatting and in receiving the adults' attention; ability to share toys etc and ideas; take turns, everyone welcome. <u>Caring, Kind and Helpful - relationships and environment</u> younger/ special needs / 2nd language speakers; offer help indoor/outdoor; tidy time; "kind words in kindergarten "/reminding adults in a helpful way of routine events <u>Child's manner - relationships.</u> *social skills, awareness of others, asking, giving, receiving, respond appropriately to context, polite, considerate and courteous, awareness of others, consideration, manners (snack)</p>

Specific areas	These include essential skills and knowledge; they provide important contexts for learning. (Development Matters pg. 4)	
Literacy	<p>9 Reading: EXEMPT. <i>Children are using and building on foundation skills in this area.</i></p> <p>10 Writing: EXEMPT <i>Children are using and building on foundation skills in this area.</i></p>	See communication and language section above for pre-literacy skills and information throughout the document.
Mathematics	<p>11 Numbers - MODIFIED: <i>Children orally count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects in everyday activities and play, they add and subtract two single-digit numbers and count on or back to find the answer. In everyday activities and play they solve problems, including doubling, halving and sharing.</i></p> <p>12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>11: Practice in counting in sequence: *number rhymes, finger rhymes, nursery rhymes and songs; observing the older children count when setting the table etc.; discussions among children who can count, and counting on or counting back, up or down; taking turns or sharing toys etc.</p> <p><u>Practice in counting and solving practical problems, using the 'quality' of numbers and measures:</u> *in each child's birthday celebration, events in the child's past are highlighted, using specific 'milestones' to represent each passing year; setting the table - number of children present, chairs, bowls, crockery and cutlery; cooking; quantities and measuring; craft; drawing, painting, sewing, woodwork, gardening; play; building with blocks and more challenging natural shapes; doll corner; sandpit; tidying; discussions among children: comparison of ages of people and exchanging simple sums; may write numerals as emergent writing</p> <p>12: Creating patterns, ordering: block play; craft and art work; tidying</p> <p><u>Everyday (mathematical) language that is developed through the exploration, observation, reflection, and discovery of different qualities of shape, space and measures:</u></p> <ul style="list-style-type: none"> - giving and taking, losing and gaining, sharing, more than, bigger than, less than, smaller than, fewer, greater. (precursor to using the 4 operations) - circle, oblong, square, triangle etc (names of shapes). - taller, longer, shorter, thinner, fatter, wider, broader, heavy- weight, light-weight, full, half full, empty. (comparisons and differences between shapes and spaces) - late, early, yesterday, last year, today, tomorrow, next month, days of the week. (language around time) - language around space: near, far away, close to, behind, in front of, through. <p>*provision of a rich interesting environment with an emphasis on beautiful, descriptive and accurate language.; plenty of beautiful singing and music (human voice and real instruments) giving a real experience of time measured in rhythm and melody; receptive rather than active approach of practitioner enabling the child to relax and observe and reflect, and to speak and to be heard; gentle, slow and relaxed pace of transitions and routines that allow for plenty of opportunity among the children to discuss their own observations and comparisons of numbers, size, shape, space and measures; singing, dancing, poetry, stories, puppet shows; eurythmy; games</p> <p>*domestic work - working in sequence, ordering, tidying, chopping carrot circles, sewing a triangle shape.</p> <p>*creative work -woodwork, craft, painting, drawing.</p> <p>*creative play -climbing frame, sandpit, doll corner, house building, blocks creating a small world, role play, own shows.</p> <p>*following the daily, weekly, seasonal and festival routines, rhythms and celebrations</p> <p>*coherent tidy routines - long sticks in long basket, round logs in round basket, cloths folded into squares, ropes wound into spirals, etc.</p>
Understanding of the world Involves guiding children to make sense of their physical world and their community through opportunities	13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities	13: People and communities: *receptive rather than active approach of practitioner enabling the child to relax and observe and reflect, and to speak and to be heard. *children experience the sensitivity shown to them by practitioners, and are given opportunities to imitate these qualities. *develop a "listening disposition." *gentle, slow and relaxed pace of transitions and routines, particularly those around sharing food, that allow for plenty of opportunity among the children to discuss and compare events in their own lives and families, (past, present and anticipated)

<p>to explore, observe and find out about people, places, technology and the environment.</p>	<p>and differences between themselves and others, and among families, communities and traditions.</p> <p>14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>15 Technology: <i>Children recognise that a range of simple or mechanical everyday technology is used in places such as homes and schools. They select and use technology for particular purposes.</i></p>	<p>*discussion among children invariably involves their likes and dislikes. (Practitioners will listen to children sharing ideas but will not initiate discussion which asks them to make judgments)</p> <p>*observance of many birthdays, festivals and celebrations, where food is shared, including annual multi-cultural event, where each child's culture is represented.</p> <p>*concepts of the past are developed through the strong yearly seasonal rhythms with all the festivals, where children predict certain events and also remember what they did at a younger age. They also anticipate future activities, for example 'the school leaver's project.'</p> <p>*Opportunities are given to share home language if not English, and parents encouraged contributing to stories/exchange stories or translating for understanding.</p> <p>*in each child's birthday celebration, events in the child's past are highlighted.</p> <p>*Relatives and grandparents visit the setting.</p> <p>*parents are welcome to share their cultural celebrations in the setting.</p> <p>*Children role play aspects from their home life.</p> <p>*Show their home to the practitioner on a home visit.</p> <p>14: The world:</p> <p>*children participate in seasonal activities throughout the year</p> <p>*celebrate seasonal festivals throughout the year highlighting the changes in nature.</p> <p>*children have the opportunity to ask questions relating to all activities and the world. The practitioner encourages the child to find their own answer which may well be imbued with imagination.</p> <p><u>-Indoors and outdoors:</u></p> <p>*children have available beautiful natural materials, e.g. wood, wool, cotton, stone, shells etc. that gently stimulate all the senses while being used in a busy, interesting but calm environment for free imaginative creative play and activities.</p> <p>*children garden regularly and plant, tend and harvest vegetables and fruit. Where possible, seeds are harvested to plant in the following year, thus showing the cycle of plants.</p> <p><u>-In the garden and on woodland days:</u></p> <p>*children play and explore the garden and woodland in all weather conditions and noticing the dramatic seasonal changes.</p> <p>*exploration and discovery of living creatures, responding with care, awe and wonder and discussion.</p> <p>*collecting stones, pods and seeds.</p> <p>*opportunity to play with sand, water and mud.</p> <p><u>-woodland days:</u></p> <p>*discovering and exploring different environments; open fields reserved for wild flowers, meadows for cows and sheep, sharing paths with dogs and walkers, arable land with different crops, woods, apple orchard.</p> <p>*slow pace in walking through the woodland environment allowing time to discover and discuss with each other, creatures and plants of interest.</p> <p>*crafts specifically using materials collected in the woodlands.</p> <p>*puppet shows using natural materials collected on the walk.</p> <p>*opportunity to watch a fire being prepared, lit and later put out.</p> <p>15: Technology:</p> <p>*Have access and guidance to use to a variety of tools, either for self-initiated or adult led activities, e.g. woodwork, sand play, sewing, finger knitting, carding wool, gardening.</p> <p>*have access to 'warm' technology i.e. hand driven grain mill, apple juice press, scales, spinning wheel, whisk, hand drill.</p> <p>*'warm' technology gives the child a true picture of the function of a machine as an extension of their body. It also supports the child's thinking and physical skills in an age appropriate way, since thinking in a young child is expressed mainly in physical action.</p> <p>*observe the operation of the bread oven.</p> <p>*construct dens and houses, build boats and towers etc using planks, bricks, furniture, drapes and an array of natural materials.</p> <p>*opportunity to cook food over a fire.</p> <p>*discovery of the origin and uses of natural materials used in craft e.g. sheep's wool.</p> <p>*caring for and maintaining equipment in the environment; sanding and oiling furniture, washing dolls clothes, mending broken toys etc.</p>
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Expressive arts and design	16 Exploring and using media and materials: Children sing songs, make music and dance,	16: Use natural materials with flexibility - a shell could be a cup one minute and a boat the next. *Children adapt stories and songs in their creative play, using both events from their
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<p>Involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.</p>	<p>and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and non-electronic technology, art, music, dance, role play and stories.</p>	<p>own lives and stories and songs that they have heard. *Songs can be developed spontaneously and individually. They can also occur in an adult led group, in structured play perhaps by adding simple impromptu instruments</p> <p>17: Become more able to plan their play, using materials and tools more specifically and purposefully. *Children play freely with imagination *Make up stories during play and set up puppet shows. *Dress up and role-play in their own initiated activities and imaginative play. *Enjoy playing instruments to accompany games, stories, songs, plays, and puppet shows. *Enjoy participating in ring time, games, puppet shows and plays. *Speak, call, sing, and move freely indoors and out. *Draw, paint, sew, woodwork in child-initiated as well as teacher-led sessions. *Design and make crafts to suit the season, festival, or their play, with or without adult supervision.</p>
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CHARACTERISTICS OF EFFECTIVE LEARNING – As defined in Development Matters (2012,P5)

STEINER: Each of the characteristics below give the adults an overview of the individual and unique child’s development and learning, showing the capacities which are facilitated by the nurturing and enabling environment of the kindergarten, with its balance of child initiated and adult led activity.

Steiner pedagogy looks at each individual developing through a balance of engaged activity, sensitive feeling experiences and creative thinking. Human capacities develop in these three areas as shown in the chart below.

In the EYFS, these support children’s learning over all areas of the EYFS, and are interconnected to the prime and specific areas of learning and development (see above).

<p>Playing and exploring: ENGAGEMENT</p>	<p>Finding out and exploring Playing with what they know Being willing to ‘have a go’</p>	<p>These characteristics show themselves in all aspects of children’s engagement with the world and their developing empathy, through their play, making crafts and being engaged in the daily activities such as baking, painting, and life skills. Different ages and stages of development show different capacities emerging. 3 year olds might be occupied with personal hygiene, 6 year olds with their pre-school activities, or tasks given such as watering the plants, or helping the ‘little ones’.</p>
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<p>Active learning: MOTIVATION</p>	<p>Being involved and concentrating Enjoying achieving what they set out to do Keeping on trying</p>	<p>When given a nurturing and enabling environment, and adults modelling behaviour and skills, children naturally are able to refine their social skills, their engagement with the world and through imaginative play develop their inventiveness, concentration, adaptability and ability to complete tasks.</p>
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<p>Creating and thinking critically: THINKING</p>	<p>Having their own ideas Making links Choosing ways to do things</p>	<p>In some children this shows itself through play or oral skills earlier than others, but in Steiner child development this capacity generally emerges clearly around 5 years old. The children take control, initiate ideas in play and activity, and engage actively in their work and play, and with social activity.</p>
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The Statutory Framework for the Early Years Foundation Stage (2012) Can be downloaded from
<https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012>

Development Matters can be downloaded free of charge from www.early-education.org.uk (*free publications*).

<https://www.early-education.org.uk/news/development-matters-guidance>

This provides the context of the Unique Child, Positive relationships and Enabling Environments.

A Know How Guide - The EYFS progress check at age two (2012) can be downloaded from

<http://webarchive.nationalarchives.gov.uk/20130409105139/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/NCB-00087-2012>

The Guide to the EYFS in Steiner Waldorf Settings (2010) can be downloaded from

<http://www.steinerwaldorf.org/steiner-education/early-years/>

Steiner Waldorf Schools Fellowship

www.steinerwaldorf.org

For further documents and related information please contact

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