



Early Years Foundation Stage Policy

November 2019

Review date: November 2020

EARLY YEARS FOUNDATION STAGE POLICY

Aims

- To develop positive relationships with parents and carers, to build a strong partnership in supporting their children's learning and development.
- To provide a broad, balanced, relevant and creative curriculum with a solid and strong foundation in the three prime areas of learning, and the four specific areas of learning.
- To provide high quality learning experiences that correspond to each child's developmental stage through careful observation, assessment, and that guide children towards the achievement of the Early Learning Goals at the end of the EYFS.
- To provide a happy, safe and stimulating environment, one in which provides challenge, and promotes a positive attitude to learning.
- To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.

Introduction

“Every child deserves the best possible start in life and support to achieve their full 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” (EYFS Statutory Framework 2017).

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. We believe that early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

At Lowerplace Primary School, children join us at the beginning of the school year, following their fourth birthday. The children are placed in three classes RA, RB, and RC and work together in the early years unit. Within the early years unit there are three class teachers, and three full time teaching assistants.

At Lowerplace Primary School, we endeavour to provide high quality early learning experiences that uphold and demonstrate the four key principles outlined in the EYFS statutory framework:

- 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 the individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn **in different ways and at different rates**.

Learning and Development

At Lowerplace Primary School, we follow the aims and objectives set out in the Early Years Foundation Stage Curriculum. We recognise that all areas of learning and development are important and interconnected.

We ensure that the children receive a balance of adult led and child initiated activities, giving them the best chance of obtaining a good level of development at the end of Reception.

We recognise that three areas of learning are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

We also teach the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

We focus on the prime areas of learning first, the balance then shifts towards a more equal focus on all areas of learning, as children grow in confidence and ability. If a child's progress in any of the prime areas gives cause for concern, we will discuss this with the child's parents/carers, and agree how best to support the child. More information on the EYFS curriculum is available in a parent friendly handbook and can be found at:

<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>

As well as the seven areas of learning, we ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring**- children will have opportunities to investigate and experience things, and 'have a go'.
- **Active learning**- children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Creative and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

"Each area of learning and development must be implemented through planned and purposeful play and through a mix of adult led and child initiated activity"
(EYFS Statutory Framework 2017).

At Lowerplace Primary School, we support all children to become independent and collaborative learners. We provide a broad and balanced curriculum that enables each

child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

We plan challenging but achievable activities, and experiences to extend children's learning based on the early years outcomes. We use exciting themes, as a vehicle of interest to encourage the children and their parents to develop key questions based on something that they want to find out about within a topic. We then use these key questions to plan from the children's interests.

Children share in daily phonics, reading, writing and mathematics sessions. At all times, the characteristics of effective learning (playing and exploring, active learning and creating and thinking critically) are considered in our planning and teaching in order to meet each child's needs.

We ensure that children's next steps are met in our weekly planning, and also respond to their social and emotional needs as well as their achievement inside and outside of school.

Assessment

“Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support” (EYFS Statutory Framework 2017.

As part of our daily practice, we observe and assess children's learning in order to ensure that future planning and teaching reflects identified needs. All our observations are recorded in the children's individual online EExAT learning journeys and include teacher, parent and child voice. Learning journeys contain a wide variety of evidence that we share with parents at each parent consultation meeting.

Within the final term of the EYFS, we provide a written summary to parents with a commentary on children's progress, attainment towards the early learning goals and characteristics of effective learning.

We encourage all parties to contribute to discussions, assessment and children's learning journeys. The baseline takes into account information received from parents during home visits, as well as other records from pre-schools and child minders. Parents have access to WOW slips throughout the year, whereby they can record their own child's significant learning moments outside of school.

Teaching and Learning

At Lowerplace children in the EYFS participate in whole class, small group and individual activities, with increasing times as the year progresses, in order to accommodate children's needs and stretch their learning.

The early years education that 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 need of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development” (EYFS Statutory Framework 2017).

Our ultimate aim is to help and guide the children to become independent, enquiring and evaluative learners. We follow children’s interests, in order to fully engage them in taking charge of their own learning. Through play, our children explore and develop learning experiences, which help them make sense of the world.

The Learning Environment

At Lowerplace Primary School, we recognise that the environment plays a key role in supporting and extending children’s development. We always make sure that the learning environment inside and outside is planned effectively, to meet the requirements of all areas of learning.

We ensure that the classroom is well organised into clearly defined areas, which allows the children to explore and learn securely and safely. We encourage children to engage in purposeful, challenging activities with or without the presence of an adult.

The pupils in Reception Class have their own outdoor area and have many opportunities to work in the outdoors. Being outdoors offers opportunities for exploring and learning things differently to when pupils are indoors. The children can explore, use their senses and be physically active and exuberant. The children have access to sand, water, climbing equipment, bikes, writing opportunities, mud kitchen, construction and role play.

Parents as partners

“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” (EYFS Statutory Framework 2017).

We pride ourselves on having outstanding relationships with parents and other parties. We recognise that parents are children’s first and most enduring educators, and we value the contribution they make. We recognise the role that parents have played, and their future role in educating the children.

We hold stay and play sessions for children and their families in the summer term, to give them the opportunity to spend time with their teacher, before starting school. We also invite parents to an induction meeting. We offer parents regular opportunities to talk about their child’s progress including access to the children’s learning journeys.

We have an ‘open door’ policy whereby we have daily discussions with parents regarding their children. We encourage parents to talk to the child’s teacher if there are

any concerns and hold parents meetings during the Autumn and Spring term, to discuss the child's progress. We actively encourage parents to take part in their child's learning experiences including stay and play sessions, early morning work, themed weeks, Christmas productions and assemblies.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Safeguarding and Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met, when they have positive adults caring for them” (EYFS Statutory Framework 2017).

At Lowerplace School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

At Lowerplace Primary School, it is important to us that all children in school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children (More information can be found in the school's safeguarding policy).

We promote a healthy lifestyle by providing fresh fruit for the children daily, and encourage them to make healthy choices about what they eat. School dinners are also provided for free for all children in Reception, Year One and Year Two.

Inclusion

At Lowerplace Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in different ways, at varying rates. We value the diversity of individuals within the school and treat children fairly regardless of race, religion or abilities.

We believe that all our children matter. We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of our

children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We use a wide range of teaching strategies based on children's learning needs and use resources which reflect diversity. We monitor children's progress and take action to provide support as necessary. We focus on removing barriers to learning and aim to identify any learning difficulties at an early stage.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children to settle into their new class quickly and happily. During the summer term children are invited in to attend stay and play sessions with their parents, in order to develop familiarity within the setting and with the practitioners. We also hold an induction meeting, and parents are offered a home visit.

We have a good relationship with our feeder nurseries and visit the children in their nursery prior to starting with us in September. When the children join us in September, the children spend the first week attending morning or afternoon sessions, and then full time sessions afterwards.

Monitoring and review

It is the responsibility of those working with Reception pupils to follow the principles stated in this policy. The Headteacher and the EYFS co-ordinator will monitor the EYFS provision as part of the whole school monitoring schedule. This policy will be reviewed in November 2020 or earlier if circumstances require it.

Review of Policy

Headteacher: _____

Chair of Governors: _____

Policy to be reviewed: November 2020