

Early Years Foundation Stage (EYFS) Policy

1 Introduction

The Early Years Foundation Stage applies to children from 0 years of age to the end of Reception. Pupils may be working within the EYFS in year 1. In our school, children join us in Reception in the academic year of their 5th birthday, (Compulsory schooling begins at the start of the term after a child's fifth birthday.) National Curriculum begins for our children at some point in Year 1 after children are expected in 40-60 months. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Years Foundation Stage curriculum sets out what is expected of most children by the end of the Foundation Stage.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community including our own Pre-school. 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 provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.
- The provision is centred around the principals, standards and statutory and non-statutory guidance of the EYFS

2 Aims of the Early Years Foundation Stage

The curriculum of the Early Years Foundation Stage and its principles underpins all learning and development. In EYFS we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

The frame work is divided in to seven areas 3 Prime areas and 4 specific areas.

These areas are:

Prime areas-

Personal Social and Emotional Development.

Physical Developemnt

Communication and language.

Specific areas-

Literacy (reading and writing)

Mathematics

Understanding of the World

Expressive Arts and Design

These areas of learning and Development address children's physical, cogitative, linguistic, social and emotional development. No one aspect of development stands in isolation from the other as all areas of learning and development and closely interlinked. There are also three

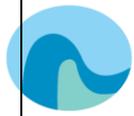
Characteristics of Effective Learning:

Playing and exploring

Active Learning

Creating and Thinking Critically

3 Active learning through Play and Exploring



We organise the day to provide a balance between the following-

Child Initiated Activities- Children make choices from within the learning environment to meet his/her outcome for learning and Development.

Adult Initiated Activities- Practitioners provide the resources to stimulate and consolidate learning using their knowledge of the child(ren) and pupils interests.

Adult Directed Activities- Children engage in planned activities to meet specific learning and developmental outcomes.

We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible where the EYFS setting has an ethos of learning and developing through play.

We recognise the importance of children's play and exploration. These form essential and rich parts of their learning process, supporting them in all areas of development. Play and exploration are powerful motivators encouraging children to be creative and to develop their ideas, thinking, understanding and language. Play and exploration can provide a range of ways for children to learn a variety of different skills and concepts.

In providing these active learning opportunities through play and exploration we understand the central position of play within the EYFS framework and the pedagogical needs of young children.

4 Inclusion in the Early Years Foundation Stage

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most children are working at 'expected' by the end of the Key Stage. Some children progress beyond this point. We achieve this by planning to meet the needs of all pupils- boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively, including involving them in the planning and evaluating process
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action early to provide support as necessary. This may, for example, involve speech therapy for some of our children
- developing positive relationships with parents and carers

5 Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage will include observation and pupil's voice. We use Interactive learning Diaries (ILD) to record children's learning and this evidence contributes to our daily planning as well as our formative and summative assessments and data. Folders of children's work and achievements at home and school are kept during the foundation stage. Photographs are used to record children's achievements and events in accordance with policy. Learning Journey Folders are available at all times to staff, pupils, parents and carers.

During the children's time in Reception the teacher assesses the ability of each child using curriculum guidance for the EYFS, ongoing profiles and in conjunction with parents and support staff. We send the outcomes of the reception assessments to the LA at the end of the summer term. The EYFS curriculum may continue into year 1 until a child is assessed as not being developmentally ready for the National curriculum. This aids children's transition and continuity of provision.

We also share this information with parents and guardians. Parents/ guardians receive an annual report that offers brief comments on each child's progress in each area of learning and the Characteristics of Effective Learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year. Parent/guardian consultation meetings are held termly. Reception assessments are shared with parents/guardians at these meetings. Informal meetings with parents/guardians are available in our setting. Parents /guardians also have access to their child's ILD, with secure login, so they can contribute pictures and work from home as evidence of their child's achievements. This also enables parents/ guardians to follow their children's progress and school.

6 The role of parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- the Reception teacher is available to visit all children in their home setting prior to their starting school and this is encouraged
- The children have the opportunity to spend time with their teacher before starting school
- Inviting all parents to an induction meeting during the term before their child starts school
- Offering parents regular opportunities to talk about their child's progress
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents such as Stay and Read, phonics workshops
- Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school diary. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the reception class
- Welcoming parents into school through actively developing positive relationships



7 **Safe guarding**

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish. The names of the Designated Officers for Safeguarding is displayed on the Parent notice board and the telephone number for the Assess Centre.

8 **Health and Safety**

We have a Health and safety policy which all staff are familiar with and we have designated first aiders in school. Children are taught the safe and appropriate use of equipment and materials. Children help take part in daily safety checks to ensure the outside areas is safe and secure. Risk assessments are undertaken before we embark on school outings. A full Health and Safety Policy is available in school.

9 **Medical needs and Allergies**

We keep a note if any medical needs, allergies, children who may need inhalers, piriton, epi-pens etc in the reception class office and staff room so everyone is aware of children's individual needs. Parents and carers are asked to inform us in writing of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the office area and all adults involved are informed. We adhere to the Medicines in Schools Policy.

9 **Intimate Care Policy**

Please see separate Intimate care Policy which defines any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

10 **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and development. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage independence in all children and provide an environment which enables pupils to initiate their own learning and development and take responsibility for this

Date: 19th Feb 2015