

Brooke Voluntary Controlled Church of England Primary School



Early Year Foundation Stage (EYFS) Policy

Updated January 2018

Signed by Governors

Next Review January 2020 (every 2 years)

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to reach their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents/carers choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” The Statutory Framework for the Early Years Foundation Stage revised Framework March 2017

Aims

At Brooke VC CE Primary School we aim to provide an education which will:

- Enable children to make an effective transition from home/playgroup/nursery to school;
- Secure a broad and balanced curriculum which fosters the emotional, social, physical, moral, cultural, spiritual, intellectual, and creative development of all the children;
- Ensure that all children have access to the curriculum and make progress proportionate with their developing abilities, irrespective of their gender, ethnic or social background or special educational needs;
- Enable children to learn and develop skills, attitudes and understanding to reach the 17 Early Learning Goals;
- Ensure a planned transition for pupils moving from Foundation Stage to Year 1.

The EYFS is based upon four principles:

1. A Unique Child;
2. Positive Relationships;
3. Enabling Environments;
4. Learning and Development.

1 A Unique Child

At Brooke VC CE Primary School we are committed to help every child become a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

1.1 Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Brooke VC CE Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. 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.

In the EYFS 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 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;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- 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 to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

1.2 Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Brooke VC CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage revised framework 2017. We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

2 Positive Relationships

At Brooke VC CE Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

2.1 Parents/Carers as Partners

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parent/carers have played, and their future role, in educating the children. We do this through:

- talking to parent/carers about their child before their child starts in our school;
- inviting all parent/carers to an open evening meeting during the term before their child starts school;
- inviting parents and children to invitation to play sessions
- conducting home visits to discuss transition informally on a 1:1 basis with parents
- Asking parent/carers/carers to bring their child into the classroom each morning to help them settle to an activity.
- Informal daily contact at the beginning and end of each day.
- offering parent/carers regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's online 'Tapestry Learning Journals'
- encouraging parent/carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parent/carers twice a year at which the teacher and the parent/carer discuss the child's progress in private with the teacher. Parent/carers receive a report on their child's attainment and progress at the end of the school year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parent/carers: Share days, Class assemblies etc;
- providing opportunities in the children's online 'Tapestry Learning Journals' for parent/carer to leave photographs, comments and their own observations relating to the children's achievements.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers act as a 'Key Person' to all children in EYFS, supported by the Teaching Assistant.

3 Enabling Environments

At Brooke VC CE Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

3.1 Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher will when necessary alter these MTP's in response to the needs, achievements and interests of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Tapestry Learning Journals'. They also contain information provided by parent/carers and other settings. Individual pupil progress is also recorded on Pupil Asset throughout the year. The EYFS profile 2018 handbook, Dec 2017 contains information about reporting and moderation arrangements for the present academic year.

3.2 The Learning Environment

The EYFS provision is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The provision is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS provision also has an outdoor learning area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning (see section 4.5 below).

4 Learning and Development

At Brooke VC CE Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:

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

4.1 Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parent/carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards achieving the appropriate Early Learning Goals by the end of their time in the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parent/carers;
- the good relationships between our school and the settings that our children experience prior to joining our school.

4.2 `Play

"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."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

4.3 Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

4.4 Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

4.5 The Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. 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.

These three areas, the *prime* areas, are:

- 1 Communication and Language;**
- 2 Physical Development;**
- 3 Personal, Social and Emotional Development.**

Children are supported in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- 4 Literacy;**
- 5 Mathematics;**
- 6 Understanding the World;**
- 7 Expressive Arts and Design.**

4.5.1 Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

4.5.2 Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

4.5.3 Personal, Social and 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.

4.5.4 Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are taught in accordance with 'Letters and Sounds' and their learning is supported with a variety of phonic materials including those from Jolly Phonics, Read, Write Ink and Phonicsplay.co.uk when appropriate. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

4.5.5 Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

4.5.6 Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

4.5.7 Expressive Arts and Design involves enabling 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.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

5 Monitoring and Review

It is the responsibility of the EYFS team to follow the principles stated in this policy. The Headteacher will carry out monitoring on the EYFS as part of the whole school monitoring & evaluation schedule.