

# Little Reddings Primary School



## EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

**This Policy was updated in March 2017 and adopted by the full  
Governing Body on**

Signed: ..... (Head Teacher)

Signed: ..... (Governors)

This policy is due for review in March 2018

## Introduction

***“Every child deserves the best possible start in life and support to fulfil their 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.”***

- “Early Years Foundation Stage Profile”  
Department for Children, Schools and Families 2012

### **At Little Reddings Primary School, we meet the needs of all our children through:**

- Providing the children with a rich, stimulating and exciting environment which challenges and engages children as well as reflecting their own interests.
- Ensuring that children are able to learn effectively in an environment which is nurturing and makes them feel safe and secure.
- Promote the development of independence in our children, encouraging them to contribute to the creation of their environment.
- Promote confidence and independence by developing a “have a go” attitude and encourage children to learn through their play.
- Understanding that all children have the right to education, to challenge and to being able to access an inclusive curriculum which takes account of the range of children and their individual needs.
- Working with our parents and carers in operating an open door policy and making sure that families are welcomed into the learning environment and encouraged to share children’s experience in and out of school.
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Monitoring children’s progress and taking action to provide support as necessary as well as ensuring every child is sufficiently challenged.
- By helping to promote a love of learning through fun, stimulating and exciting child led and adult directed activities.

## Welfare

Our friendly school gives the highest responsibility to ensuring children are nurtured and feel safe at school, starting with their settling in period in reception. We celebrate our children’s individual achievements and encourage them to have a go and develop “learning”. We ensure that we celebrate our differences and learn about different cultures, both belonging to and outside our local school community. Children understand that there are clear expectations and boundaries in reception that apply to all the children; we encourage a culture of praise and sensitivity towards the needs of all children in our care.

***“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.” EYFS Framework 2012***

We understand that as a school we are required to:

- Give the highest regard to the welfare and safety of our children.
- Take steps to assess risk, regularly review health and safety measures and take appropriate action when children are unwell.
- 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.
- Make sure that all equipment is safe and suitable for purpose and that every adult takes responsibility to regularly review this.
- Develop a curriculum for children which tends to their individual needs and requirements and takes into account their own background and circumstances.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Principles**

The EYFS is based upon four principles:

#### **A unique child**

We understand that every child is different and our responsibility is to encourage them to become confident, independent and self assured learners. We know that children learn at different rates and have different interests and take very seriously the responsibility of providing appropriate challenge and support to each child. We understand the importance of nurturing all aspects of the child, academically, emotionally and socially and we seek to prepare children for every aspect of their future lives.

We encourage and praise our children and encourage them to display their work as well as celebrating their own unique achievements and develop a lifelong love of learning.

#### **Positive relationships**

We recognise that no class of pupils is the same and that parents and carers are a child’s first and most important teachers. We understand that children need to feel safe and secure in order to become competent learners. We work hard to develop strong relationships with our parents and carers by inviting them into school and ensuring they can contribute to the learning of their children. We regularly ask for parent feedback and suggestions on how to improve our practise.

## **Enabling environments**

We recognise that the learning environment plays a key role in a child's learning and that it must be ever – evolving and reflective of the cohort of children who belong to that class. We ensure that the environment provides opportunities to the children for learning which are rich, stimulating and varied and which reflect their own interests.

We use our knowledge of children's skills and next steps to plan provision in all areas of the classroom and encourage children to play an active role in the setting up and development of the areas. We encourage children to be inquisitive learners who tackle unfamiliar tasks and problem solve with confidence. We ensure that the learning environment is well resourced and that it supports the children's learning in the absence of an adult.

We understand the important role of outdoor learning for children and operate a free flow policy for children to be able to choose to engage in child led learning both indoors and out. We understand the important role of outdoor experience in a child's early learning, we promote activities which can only take place outdoors such as digging, gardening and climbing. We recognise that children learn through taking risks and personal challenge and encourage children to learn by taking measured risks in a safe environment.

## **Learning and development.**

The foundation stage setting is organised into areas which promote the development of the skills outlined in the Early Years Foundation Stage Curriculum. We promote independence by encouraging children to make choices about where they are going to play and locate and access resources independently. We promote respect of our learning environment and children play a key role in tidying their activity away before moving on as well as being involved in the setting up and planning of their learning environment.

We recognise that learning in the Early Years is the foundation on which children build their future development. At Little Reddings Primary School, we understand the importance of play, of social development and of nurturing the whole child, it is important to view our Early Years Foundation Stage as preparation for life as well as laying foundations for future learning and development.

We understand that all children begin nursery and reception at Little Reddings Primary School having had varied experiences and learning. Through ongoing assessment of children across the seven areas of learning, we identify children's next steps and take them on from their starting points. We ensure that EYFS staff work together with parents and guardians, to effectively support the child in their learning.

We recognise that children learn through taking risks and personal challenge and encourage children to learn by taking measured risks in a safe environment.

## **Aims**

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

## **Learning and Development**

Learning and development is categorised into three prime areas of learning:

- **Communication and language.**
- **Physical development.**
- **Personal, social and emotional development.**

Additionally there are four specific areas of learning:

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

It is important to use the characteristics of effective early learning to understand not only what children are learning, but how they learn, in order to provide appropriate and challenging experiences.

The characteristics of effective early learning are:

- **Playing and exploring.**
- **Active learning.**
- **Creating and thinking critically.**

## **Observation, Assessment and Planning**

Regular assessment and observation of children's learning is essential in knowing our children and ensuring that they are challenged and that their learning takes into account their own unique starting points.

We understand that children are inspired by what they love and as such use our knowledge of their interests to teach the skills the children need to learn next. We understand the

important contribution of the children's families in knowing what their next steps are and encourage our children to be reflective of and celebrate their achievements. Our children take pride in their achievements be it personal and social achievements or number work, children understand that their achievements are the reward for their best efforts in their learning.

We recognise the importance of a good balance of child initiated learning and adult directed activities. We understand that children learn best through their play and real experiences and aim to provide them with activities which are spontaneous, creative and promote awe and wonder in their everyday learning, all staff who work in the Foundation Stage are involved in this process.

We understand that planning is a useful tool in children's learning, but that sometimes children may become excited and keen to learn about something beyond the plan; we take these opportunities for on the spot learning and use them to promote the skills children are developing, through continuous provision.

As well as termly assessments, adults in the setting undertake observations of the children. These observations inform the planning and are shared with parents on a termly basis, at the end of the year parents receive a copy of their child's report, alongside their learning journal.

### **Learning through Play**

At Little Reddings Primary School, we are committed to understanding our children and knowing how best they learn. We recognise that children at an early stage in their education learn best through play, by having opportunities to have a go at a variety of activities which promote a range of skills across the seven areas of learning and by learning alongside other children with different experiences and starting points. As adults we are role models for play and use our teaching skills to encourage children to be inquisitive and challenge themselves.

### **The Induction Process**

Before children start school in September their parents are invited to a welcome meeting. Parents and children meet their teacher and classmates during the visit day. Parents are given information on settling in days prior to their child starting school.

### **Home and School Links**

We recognise that parents and carers are a child's first and most enduring teachers, and are very much part of the Early Years family. We will develop this working relationship between the school and parents and carers as follows:

- We invite parents or carers and their children to attend a welcome meeting before children begin school in September, where they have an opportunity to meet their teacher.
- Parents are regularly invited to the school throughout the year to learn about how they may help their child at home.
- Parents and carers are invited to fill in a feedback form, to ensure that we are reflective of our practise and continue to develop and foster positive relationships with parents, taking on board their ideas and suggestions.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- Parents and carers are encouraged to contribute to journals, by conducting their own observations of the children outside the classroom.
- We regularly invite all parents into school, to read with the children, share a special skill or talent or undertake planned activities such as cooking, sewing or crafts.
- We encourage all parents and carers to attend the school day throughout the year and use these opportunities to have parents and children share their different cultural or religious backgrounds or interests.
- We will publish a topic web, which details the areas of learning and the overarching theme of the term or half-term.
- We will operate an “open door” policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct a further parent consultation late in the term to inform parents and carers formally of a child’s results and overall progress.

### **Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school’s Special Educational Needs Policy. The school’s SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school’s Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.