

EYFS Policy



February 2015

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."

Principles

The EYFS is based upon four principles:

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

- · **A unique child.** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and 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 and rewards to encourage and develop a positive attitude to learning.
- · **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- · **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- · **Learning and development.** The Foundation stage 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 area is set up in learning areas where children are able to find and locate equipment and resources independently.

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

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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.

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.

Achievement of these prime and specific areas of learning is by:

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

Children have whole group and small group times with times for a daily phonics session, teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the teacher. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. In the Autumn and Spring term, parents are invited to attend a parents evening and reports are written in the Summer Term where we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with an invitation to visit the school and meet their child's teacher. Parents consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher. Parents are kept informed of all happenings in the school by regular newsletters. The Parents are informed via notices on the windows, a designated parents board and by regular newsletters and on our web site. Parents are invited to various assemblies and functions throughout the year.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc)

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum, which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.