Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to 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 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 Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children join us in Nursery after they are three or in Reception the September after they are four.

The EYFS is based upon four principles:
A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

Admissions
We currently run an Early Years Unit with mixed age classes of Nursery and Reception aged children. Children are taught in groups according to their age group and are also encouraged to work with each other throughout the provision.

Children are admitted into Nursery once they have turned three, provided that they are toilet trained and there are places available. Home visits are completed prior to admission. We can be flexible in the way that parents can access the 15 hours of childcare that all children are entitled to and also offer 30 hours free childcare for families who are entitled.

Children are admitted to Reception in the first week in September. Children start Reception on a full-time basis except in cases where a more gradual transition is deemed appropriate and this is planned and coordinated by the school’s SENCO along with the Early Years Foundation Stage Leader in collaboration with parents. Home visits are completed prior to admission, and parents are invited to attend a transition day session in the summer term before admission. We welcome children visiting with their key workers from their current setting, and the Early Years Foundation Stage Leader also visits children in their pre-school setting during the summer term.

A Unique Child
At Southfield 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 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 rewards, to encourage children to develop a positive attitude to learning.

Inclusion
We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Southfield 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;
• 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 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.

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

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 Southfield Primary School we understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:
• ensure that procedure and practice safeguard children.
• ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
• 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 that the premises, furniture and equipment is safe and suitable for purpose

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• 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.
• We endeavour to meet all these requirements.

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

Parents as Partners
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 do this through:
• talking to parents about their child before their child starts in our school;
• the teacher offers to visit all children in their home setting prior to their starting school;
• the children have the opportunity to spend time with their teacher before starting school during Transfer morning;
• inviting all parents to an induction meeting during the term before their child starts school;
• 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 regular reports on their child’s attainment and progress at the end of each school year;
• arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Share days, Class assemblies, Sports Day etc;
• providing a system for parents to contribute comments 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 teacher acts a ‘Key Person’ to all children in EYFS, supported by the Nursery Nurses.
Our transition programme aims to ensure continuity and coherence by sharing information about the children’s achievements and giving the children an opportunity to get to know the staff and for the staff to get to know them.

Enabling Environments
At Southfield 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.

Observation, Assessment and Planning
The Planning within the EYFS follows the schools’ Long Term Plan and Medium Term Plans (MTP’s), which are set out using the Early Years Outcomes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may 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 on the children’s individual online learning journals. They also contain information provided by parents and other settings.

At Southfield Primary School, we record judgements against the EYFS Profile. Each child’s level of development is recorded against 17 assessment scales derived from the ELG’s.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG’s and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment
The EYFS classroom 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 classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS classes have their own enclosed outdoor areas. 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 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.

Learning and Development
At Southfield 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.

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 parents, so that our children feel secure at school and develop a sense of well-being and achievement;
• the understanding that teachers have of how children develop and learn, and how this affects their teaching;
• 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 the Early Learning Goals throughout 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 parents;
• the good relationships between our school and the settings that our children experience prior to joining our school;

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 practise 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.

**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 satisfactions as they take ownership of their learning.

**Creativity and Critical Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, the 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.

**Areas of Learning**

The EYFS is made up of three prime areas of learning:

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

and four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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.

The characteristics of effective learning describe factors which play a central role in a child’s learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child’s characteristics of effective learning will provide year 1 teachers with vital background and context when considering the child’s next stage of development and future learning needs.
The commentary should consist of a short description (ie one to two paragraphs) of how the child demonstrates the three key characteristics of effective learning:

playing and exploring;
active learning; and
creating and thinking critically.

Monitoring and review
It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.