



'Together we can make a difference'

Early Years Foundation Stage Policy

Name of school: Bexton Primary School

Date of review: Autumn 2016

New review date: Autumn 2019

Rationale

Education is the key to every child's future success. It has been recognised that the Early Years are critical in children's development. Children develop rapidly during this time- physically, intellectually, emotionally and socially. All children should be given the opportunity to experience the very best possible start to their education.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Bexton Primary School, we have responsibility for children from 2 years old to 5 years old. Our Nursery consists of two rooms. The Cygnets has 2-3 year olds and the Swans has 3-4 year olds. We have two Reception classes where the children are introduced to full time schooling. The staff work closely to ensure that the children are well supported and nurtured through the Foundation Stage and have the appropriate skills and knowledge ready for their next stage of learning.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Bexton 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 celebration/sharing assemblies and 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 Bexton 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;
- 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 protect the physical and psychological well being of all children.

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 Bexton 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 2012. 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 the premises, furniture and equipment is safe and suitable for purpose

- 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.

Positive Relationships

At Bexton Primary School we recognise that children learn to be strong, independent and form secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are a child's first and most enduring educator and we value the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- inviting parents to have settling in sessions with their child in Nursery. They are introduced to their Key Person;
- Reception parents being invited to an induction meeting in the term before their child starts Reception class;
- inviting the children to spend half a day with their Reception class teacher in the term before they start school;
- inviting parents to meet the teacher, discuss the routines of school and to talk about their child once their child has started full time attendance at school;
- offering an 'open door policy' and encouraging parents to talk to staff about any concerns that they have or to discuss their child's progress;
- use of 'Tapestry' an online learning journey where the parents can see what their children are learning at school and add activities that they have done at home;
- completing a Wow book in Nursery that goes home to parents at the end of the year;
- having formal meetings for parents to discuss the child's progress in private with the teacher/ Key Person;
- giving parents an end of year report in Reception class which informs them of their child's progress and whether they have attained the Early Learning Goals;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class assemblies, Christmas productions, Sports Day etc

- regular communication to parents via school newsletters, homework letters and in homework diaries.

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. In Nursery the children have a qualified teacher and an allocated Key Person to support their learning. In Reception class the teacher act as 'Key Persons' to all children, supported by the Teaching Assistant. The Foundation Stage Team work closely together and ensure that they meet with staff to discuss children moving through the classes. Reception teachers also visit other establishments to discuss transition in the summer term.

Enabling Environments

At Bexton 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.

Areas of Learning

There are seven areas of learning and development outlined in the Statutory Framework for the Early Years Foundation Stage. All areas of learning and development are important and interconnected. 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 '*prime*' areas are:

- Communication and Language;
- Physical Development;
- Personal, social and emotional Development

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

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design

At Bexton Primary School we support the children in using the three characteristics of effective learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
(Taken from statutory framework for the EYFS 2012)

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 Developmental Matters and Early Learning Goals (ELGs) that define the expectations for all pupils.

Observation, Assessment and Planning

Planning within the EYFS is based around short topics or themes. The pupils are encouraged to initiate their own learning and the teachers draw upon the interests and achievements of the children to develop ideas for learning. We involve the children when topics are planned and encourage them to contribute their ideas. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs and focuses on the children's next steps. Assessment in the EYFS takes the form of observations, photographs and video's, and this involves the teacher and other adults as appropriate. These observations are recorded on 'Tapestry' learning journey and the children's progress is tracked on the Development Matters.

It is a statutory requirement to provide Cheshire East with information and data indicating a child's attainment by the end of the Foundation Stage and if they have achieved the 'Good Level of Development'. Teachers use the e-profile system to provide this information.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and the Characteristics of Learning. We offer the opportunity for the parents to discuss these judgements with the EYFS teachers.

Transition from Reception to Year 1

Throughout the year we provide the children with opportunities to get to know the Year 1 teachers through Key Stage 1 assemblies. In the summer term the children have a moving up day. Our Year 1 teacher is given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

The Learning Environment

The EYFS areas are 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 areas are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its 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 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 areas of learning.

Learning and Development

At Bexton 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 interconnected.

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 Stages 1 and 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 to 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;

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.”

Play underpins every aspect of our EYFS provision.

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, 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, in addition to 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 area to extend their learning.

Monitoring and Reviewing

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Websites of interest

www.education.gov.uk

www.ofsted.org.uk

<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>