

KILLINGHALL CE PRIMARY SCHOOL

Early Years Foundation Stage Policy



Rational

“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

Early childhood is the foundation on which children build the rest of their lives. At Killinghall CE Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Principles

The EYFS is based upon four principles:

- **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 Unit 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 unit is set up in learning areas where children are able to find and locate equipment and resources independently.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

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.

At Killinghall CE Primary School, we aim to:

- ✓ Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- ✓ Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- ✓ Use a wide range of teaching strategies based on children’s learning needs.
- ✓ Use and value what each child can do, assessing their individual needs and helping each child to progress.
- ✓ Enable choice and decision making, fostering independence and self-confidence.
- ✓ Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- ✓ Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.

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.

None of the prime or specific areas of learning can be delivered in isolation from others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Observation, assessment and planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS follows the whole schools' long Term Plan and Medium Term Plans, which are based around a whole school theme approach. These plans are used by the EYFS teacher as a guide for weekly planning. However, teachers may alter the plans in response to the needs (achievements and interests) of the children.

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 observations and this involves the teacher and other adults as appropriate.

These observations are recorded against the EYFS profile. Each child's level of development is recorded on the EYFS Target Tracker. 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 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 locate equipment and resources independently. The EYFS class has its own enclosed outdoor 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 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 through 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, 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.

Positive Relationships

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

Parents as Partners

We recognise that parents and carers are a child’s first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation stage. This can have a very positive impact on a child’s development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during ‘Come and Join in’ afternoons and Transfer morning;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child’s progress in our reception class and allowing free access to the children’s ‘Learning Journey’ booklets;
- 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 a report 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: Stay and Play, Open Hours, Class assemblies, Sports Day etc;
- We will send home ‘A not from’ card designed to enable Foundation staff and parents or guardians to record outstanding achievements.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.

The Transition Process

During the Summer Term prior to starting school the following September the following visits are conducted to ensure that there is a seamless start for all our new EYFS children:

- ✓ Foundation staff will visit pre-school settings from which September’s intake will be taken.
- ✓ Each child and their parents and carers will be invited to spend some time at Killinghall CE Primary School in order to familiarise themselves with both the staff and the learning environment.
- ✓ All children and parents are invited to have a school lunch with the rest of the school

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- ✓ During the first week, children will attend for the morning session only.
- ✓ During the afternoons of the first week discussion with parents will be held and simple base lining started with the children.
- ✓ During the second week and thereafter, children will attend for the full school day.

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.

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.
- All staff being role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Welfare & Safeguarding

"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."

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.

Monitoring and review

It is the responsibility of the EYFS teacher 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 subject leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

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