



Early Years Foundation Stage Policy

Governor Review Date	Autumn 2016
Review Frequency	Every 2 years
Date for Next Review	Autumn 2018
Head Teacher Approval	
Governor Approval	

Philosophy:

'Every child deserves the best possible start in life and support to reach their full potential. Children develop quickly in the early years and a child's experiences between birth and age five have major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up'

(Statutory Framework for the Early Years Foundation Stage)

The children at Caedmon Early Years Foundation Stage are cared for and provided with a stimulating, challenging and effective learning environment to try to give them the best possible start in life. In partnership with the family and carers we enable them to begin the process of becoming active learners for life.

Introduction:

The Early Years are a critical stage of development for every child. During this time children develop rapidly physically, socially, intellectually and emotionally. The Early Years Foundation Stage is about building on what children already know and learning key skills such as listening, speaking, concentration, persistence and learning to work together and co operate with other children. It is also about developing early communication, literacy and numeracy skills that will prepare children for Key Stage 1.

The EYFS seeks to provide:

- Quality and consistency
- A secure foundation
- Partnership working
- Equality of opportunity

The EYFS is based upon four principles:

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

The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.
- It enables children to make an effective transition from home to school.

Admission

Parents of children due to come into the setting are contacted prior to their child's third birthday. They are offered a Nursery visit where any information about the child

is shared. Admission into Nursery takes place on/after the child's third birthday. Sessions are built up by consultation with parents/carers and practitioners at the correct time for each individual child. Parents are encouraged to visit the setting with the child and stay until he/she settles. We welcome children into school from other settings at any stage throughout the year. Children are invited to come for a short visit before joining.

Aims for the Early Years Foundation Stage

We aim to give our children every opportunity to achieve their best. Each child's individual contribution is recognised, valued and encouraged in an atmosphere of acceptance and trust. Each child is assigned a key member of staff who offers a close, settled relationship, talking to parents to make sure he/she is being cared for appropriately for each family.

We know 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 celebrations, circle time and rewards, to encourage children to develop a positive attitude to learning.

A Unique Child:

All children are citizens and have rights and entitlements. Children are treated fairly regardless of race, religion or abilities. We provide security, familiarity and an interesting and happy place in which to learn well.

Enabling Environments:

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Positive Relationships:

We provide secure relationships so that our children can learn to be strong and independent. We aim to develop caring, respectful, professional relationships with the children and their families.

Learning and Development:

We provide a continuous and dynamic process in which children learn and develop. We provide excellent features of good practice in the Foundation Stage to take the children's learning forward and to provide opportunities for children to succeed in an atmosphere of care and of feeling valued.

Inclusion

All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as individuals, with their own cultural and spiritual beliefs.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Caedmon Foundation Stage School are treated fairly regardless of race, religion or abilities. All children and their families are valued. 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 opportunities. We therefore, set realistic and challenging targets that meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, from different socio-economic and cultural backgrounds, children with ethnic groups and those from diverse linguistic backgrounds.

We meet these needs through:

- Planned opportunities that build upon and extend children's knowledge, experience and interests to develop their self esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs
- Providing learning opportunities which encourage active involvement and motivate children.
- Providing a safe , supportive and stimulating learning environment in which the contribution of all children is valued.
- Providing challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and take action to provide support as necessary e.g. language support therapy.
- Involving external agencies to support learning and development; speech and language service, inclusion support, health visiting team, school nursing team, educational psychologist and other relevant professionals.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and 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. (We follow the 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."

(Statutory Framework for the EYFS 2014)

At Caedmon Foundation Stage we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. 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.
- Take part in the tooth brushing scheme and brush teeth once a day if parents have consented. We follow the Health Authorities procedures to ensure cleanliness and hygiene are taken into account.

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs following the school behaviour policy Full-time children collect behaviour and team points.
- Ensure that all adults who look after the children or who have unsupervised access to them is 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 school to meet the needs of the children.

Partnerships with Parents/Carers and the Community

We recognise that parents are children's first and most enduring educators and we highly 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:

- Nursery liaison visits are offered and information about the setting and the child are discussed. Inviting parents/carers and children into the setting, to spend time with practitioners and peers before they begin their placement.
- Hosting transition meetings to discuss new routines and provide information related to the new class.
- Families in school sessions are available throughout the year. These offer parents the opportunity to come into the setting and work with their child for a session a term.
- Hosting parent consultations in Reception (Autumn, Spring and Summer Term) at which time, the teacher and parent/carer discuss the child's progress and developmental next steps.
- Hosting parent consultations for Nursery N2 during the Summer Term, at which time, the teacher and parent/carer discuss the child's progress and developmental next steps.
- Liaison with other professionals and the local community to support learning
- Give all parents access to Tapestry so that they are kept up to date about their child's progress and development.
- Allow and encourage parents to document the activities and learning that they carry out with their child at home on their Tapestry account.
- Hold cursive writing, reading, outdoor play workshops throughout the year for parents and carers to attend.

Observation, Assessment and Planning

We make regular assessments of children's learning; we use this information to ensure that future planning reflects identified needs. Assessment is ongoing and is an integral part of the learning and development process. Staff, makes systematic observations and assessments of each child's achievements, interests and learning styles. The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for the child and then matched to their stage of development.

We assess, record and report in the following ways:

- Observe on a daily basis through summarising the learning that takes place during quality interactions.
- Short term plans are reviewed and evaluated weekly (or when appropriate) and inform adaptations to the curriculum to support individual and groups of learners.
- Complete formative and summative assessments.
- Tracking and monitoring progress against development using the development bands, early learning goals and childhood development milestones across the three prime and four specific areas of learning. Analyse termly to identify any patterns in attainment within the cohort and used to modify the teaching programme for individual and group needs. Information collated will be used to inform school improvement plans.
- EYFS teachers attend EYFS moderation events to support accuracy and consistency of judgments.
- EYFS teachers attend EYFSP moderation events to support accuracy and consistency of judgments.
- EYFS teachers attend Nursery baseline moderation events to support accuracy and consistency of judgments.
- Individual records completed and a transition meeting held with next teacher to discuss each child.
- Meet with other professionals to share information relating to the children.
- Use an online observation app called Tapestry to log observations and share development with parents.

The Learning Environment and Play

Children are encouraged to practice and build on ideas, concepts and skills which help them to make sense of the world. We know that they will take risks, make mistakes, learn how to control themselves and understand the need for rules. Through play they will have the opportunity to think creatively with others as they investigate and solve problems.

The enabling environment, both indoors and outdoors, 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 environment is set up in learning areas, where children are able to find and locate equipment and resources independently.

Outdoors, children are able to work on a much larger scale, this supports their physical development. Children have access to outdoor learning experiences every day. They learn concepts about the natural world and the local environment. The children have the opportunity 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 seven areas of learning.

Learning and Development:

Learning is a lifelong experience which we are all involved in. The Early Years education we offer the child is based on the learning and development matters and the following principles:

- It builds on what children already know and can do
- It encourages the whole person to be valued
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors
- It provides a stimulating, language rich environment which is fun to be a part of.

Context for Learning:

- Work in harmony to create a partnership, which supports and values all children.
- Understand the early stages of human development, how children develop and learn and how this affects the style of teaching.
- Provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- Prepare a carefully planned learning environment which promotes autonomy and challenges children's thinking.
- Build on what children already know, extend their interests and develop their intellectual, social and emotional abilities.
- Promote communication skills; listening, sharing ideas, deciding and talking about their learning, to develop independence and self-management.
- Provide learning experiences with appropriate and accessible indoor and outdoor space, facilities and equipment.
- Complete observations, monitor and assess to identify progress and future learning needs. Evaluate and improve practice.
- Identify training needs of all adults working within the Foundation Stage.

Active Learning

We provide active learning experiences which motivate and follow children's interests. We equip children with the skills to be independent learners. 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

Children are given opportunities to be creative through all areas of learning. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions using the school P4C planning. Children access resources freely and are allowed to move them around the setting to extend their learning.

Areas of Learning

The EYFS is made up seven areas of learning. These are as follows:

Three Prime Areas:

Communication and Language
Physical Development
Personal, Social and Emotional Development

Four Specific Areas:

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. On initial entry to Nursery the main focus on learning surrounds the three prime areas. The four specific areas are then introduced to extend learning and development. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for all children to reach by the end of the Early Years Foundation Stage (Good levels of Development).

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (www.caedmonprimaryschool.co.uk) or are available upon request from the school office.

Written information that is normally provided by the school can be provided in alternative forms.