



Early Years Foundation Stage (EYFS) Policy

Review Information			
Responsibility:	Curriculum and Standards Committee		
Review Cycle:	Annual Review - Adopted November 2020		
Reviewed:	April 2023	Next Review:	April 2024

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

Rationale

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after the child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right and contributes to preparing children for later schooling. The curriculum leads up to the assessment of the Early Learning Goals, which set out what is expected for most children by the end of the Foundation Stage.

The following overarching principles help shape our curriculum:

- Every child is a **unique child**, who is constantly learning and can be capable, resilient, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build on their learning over time. Children benefit from a strong partnership between practitioners and parents and or carers.

-Children **develop and learn at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

Aims

We aim to 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

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. At Stoke Park Infant School, the Early Years classrooms are organised to support all the different areas of learning. The shared area can be accessed by all of the children and provides a different learning opportunity from the classrooms. The outdoor learning area provides experiences that cannot be accessed indoors and are based on children developing all areas of learning as well as effective characteristics for learning. Adopting this approach in Early Years continues on from the high quality provision the children will have had access to at pre-school and nursery. This offers a rich play and learning experience for children. It allows each child to progress at his/her own pace, it gives children practice in choosing, and in dealing with the consequences of choice, and it encourages a more flexible and open-ended use of the group's resources. The Early Years environment is organised effectively to reflect this and provides the children with access to high quality resources to support their learning and contribute to outstanding teaching and learning. The environment is organised as follows;

Indoor classrooms:

- Writing area and role play

Creative area

- Maths Area

- Investigation area

- Stimulating book corner

Shared area - Small world play, finding out and construction and jigsaws

Outside area - We always have the door open and children can choose whether to learn indoors or outdoors and freely move between the areas. Outside, we have sand, water, construction, physical,

writing, messy play plus gardening, digging and exploring the weather. Forest School is also part of the outdoor offer

Computing is embedded in all areas of learning.

In each of the different areas we have continuous provision, which is available for the children all year round, and enhanced provision, which is a specific challenge or activity. We change our enhancements each week. These enhancements are planned based on the child's interests, strengths and needs.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded and information is stored on the school's assessment system Insight. Any hard evidence is kept in the children's learning journal's, mark making books and examples of work are kept in year group floor books.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed through modelling and questioning to further individual learning. A mixture of whole class, group and individual teaching will be used by the class teacher and LSA to enable effective learning and progress for all children.

A system of 'plan, do review' is used before Discovery time (child initiated play based learning time). This is an opportunity for the children to think about their learning before, carry out their ideas and then reflect on their learning with their peers. This is based around four questions; Where are you going to go for your learning? What are you going to do for your learning? Why are you going to do that? How is it going to help your learning?

EYFS Learning and Development Requirements

Our Curriculum encompasses the seven areas of learning and development. All the areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

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

The other four areas are known as the specific areas:

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

All children will be assessed against the Early Learning Goals at the end of the Reception year. These summarise the knowledge, skills and understanding all young children should have gained at the end of the foundation stage.

At Stoke Park Infant 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 opportunities whereby children experience a challenging and enjoyable programme of learning and development through a program of planned purposeful play, across all areas of learning enabling them to think creatively and critically.
- 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 and value what each child can do, assessing their individual needs through observation, formative and summative assessments, 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 experiences for all children, whatever their needs, which are inclusive.

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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Welfare

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) "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 Stoke Park Infant 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. We understand that we are required to:

- promote the welfare and safeguarding 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

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- 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 in in school and in their classes, in order to familiarise themselves with both the staff and the Foundation Stage environment.

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

- Where possible, during the first week of term, Foundation Stage staff will visit each child in their home environment.
- During the second week, children will attend for the morning session only.
- From the third week, children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child.

Home and School Links

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 EYFS. 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:

- We will outline the school's expectations in a Learning Contract.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an open door policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- 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.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning.
- The parents and guardians are given the opportunity to meet with the Foundation Stage Team through informal 'stay and play' sessions as well as formal Next Steps meetings throughout the year.

Transition From EYFS Class to Key Stage 1

During the final term in EYFS, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile reports for individuals and meet with the EYFS team. 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.

During the Summer Term a range of transition activities will be put into place such as timetable changes in EYFS in preparation for Key Stage 1. The children will also have the opportunity to spend a morning in their new classroom with their new Year 1 Teacher.