



Early Years Foundation Stage Policy

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

This policy outlines the philosophy and principles of Early Years teaching and learning in the Reception year at Park Grove Primary Academy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Park Grove Primary Academy, children join the school the year that they turn five. They have the option of starting full or part-time and can defer until the term after they are five.

The EYFS curriculum 'promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'

AIMS AND OBJECTIVES

The EYFS seeks to provide

- **quality and consistency** so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

At Park Grove we aim to meet the needs of all our children in EYFS through

- Providing opportunities and experiences for learning that are challenging and exciting, being inclusive of those with additional needs and recognising children developing at different rates and in different ways.

- Planning opportunities that build upon the interests of the children, whilst extending their knowledge and skills and building their self-esteem and confidence.
- Planning activities and opportunities which will excite and motivate the children and help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Monitoring children's progress and individual needs and taking action as necessary to allow every child to progress.
- Fostering independence and self- confidence enabling them to make choices and decisions and become responsible for their own learning.

The EYFS is based upon four principles:

- **A unique child** - developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** - supporting the children in becoming strong and independent.
- **Enabling environments** - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** - an acknowledgement that children learn in different ways and at different rates.

A Unique Child

At Park Grove Primary Academy 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/Special Educational Needs (SEN)

All children and their families are valued at Park Grove. Children are treated as individuals and have equal access to all provisions available. Planning is adapted to meet the needs of all groups and abilities and ensure all reach their full potential. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with

parents/carers at an early stage and the school's Special Educational Needs Co-ordinator (SENCO) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEN.

Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits. 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.

At Park Grove we understand that we are legally required to comply with the welfare requirements stated in the Statutory Framework for Early Years Foundation Stage 2014.

To do this:

- All members of staff have undertaken safeguarding training and DBS checks
- We ensure that the premises, furniture and equipment are safe and suitable for purpose.
- We promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Positive Relationships

At Park Grove we recognise that children learn to be confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. 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.

Home school links

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. It is vital for the children's development that school and home work together to provide the best possible education. To do this:

- We have an informative induction process including an information evening for parents, information packs and induction visits for the children, prior to starting school. During these sessions the children meet the staff who will be working with them, and become familiar with the environment and their peers.
- We have an 'open door' policy whereby parents are able to bring the children into the classroom each morning and take part in an 'early bird' activity together.
- We hold 'stay and play' sessions whereby parents are able to spend time in class with the children and be actively involved with school activities.
- We encourage parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year 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.
- We provide parents with opportunities to celebrate their child's learning and development by completing "wow" moments which inform planning and provision.
- We have an up to date school website.
- Parents informed of school activities via the Bloomz communication tool.

Enabling Environments

At Park Grove Primary Academy 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. We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds upon and extends prior learning and follows interest

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. 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 in children's online 'Individual Learning Diaries'. They also contain information provided by parents.

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.

Learning and Development

At Park Grove 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.

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.

Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgment to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

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

There are seven areas of learning and development: three "prime areas," and four "specific areas."

The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. 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.

At Park Grove we support children in using the three characteristics of effective teaching and 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
- **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 2014)

Religious Education is also taught in the reception classes, which reflects the wide range of beliefs in our society.

Health and Safety

At Park Grove there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2014

- We have a whole school medicines policy
- We provide fresh drinking water, available at all times
- Children's' dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- A health and safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy giving guidelines for safe camera and internet use.
- Staff are expected to wear clothing and footwear that supports them in getting to a child's level and safely playing and engaging with children at floor level.
- Ensure jewellery worn is appropriate and items, such as bulky rings which may catch a child, are not worn.

MONITORING & EVALUATION

The EYFS leader will report annually to the Governing body on the implementation and impact of this policy.

STATUTORY CONTEXT

Regulations made under the Childcare Act 2006.

Statutory framework for the Early Years Foundation Stage DfE 2012

LINKED POLICIES

Special Educational Needs

Safeguarding

Health & Safety

Behaviour

Equalities

Administering medicines

REVISED BY: N.Martin

DATE: September 2019

NEXT REVIEW: September 2020