



Early Years Foundation Stage Policy

Updated January 2018

“Every child deserves the best possible start in life and support to fulfill 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four overarching principles:

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

A Unique Child

At Wingrove 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 Wingrove are treated fairly regardless of race, religion or ability. 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 and interests when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the complex needs of our children. We achieve this by planning to meet the needs of 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 both indoors and outdoors;
- medium term planning that reflects the needs and ability of our children;
- differentiated weekly planning;
- additional or different provision maps for individuals;
- flexible creative curriculum themes in response to children's interests;
- 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.

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."

It is important to us that all children in the Foundation Stage 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 wellbeing of all children.

At Wingrove 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.

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 are safe and suitable for purpose.
- Provide information to parents including the complaint procedure.
- Obtain necessary information in advance of a child being admitted to nursery or reception (Admission Form, Emergency Contact Form. Adults Authorised to Collect Children).
- Keep children safe whilst on outings.
- Provide an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities.
- Ensure medication procedures are followed.
- Ensure illness and injury procedures are followed.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs (learning journeys and planning show they have been inspired by interest and need).
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Wingrove Primary School we recognise that children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key staff. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

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

We do this in Nursery through:

- building good relationships with parents and children, on a daily basis, celebrating success and next steps together;
- talking to parents about their child before their child starts in our nursery during the initial visit and home visit;

- children having the opportunity to spend time with their teacher together with their parents before starting nursery during a school visit and during the home visit;
- offering parents regular opportunities to talk about their child's progress and encouraging them to share and contribute to their child's learning through parent sessions and parents' evenings;
- encouraging parents to talk to the child's key worker if there are any concerns;
- arranging a range of activities throughout the year that encourage collaboration between child, nursery and parents;
- using Tapestry – an online learning journal which allows parents to view and contribute to their child's journal;
- daily communication to parents at the start and end of each session.

We do this in Reception through:

- getting to know parents and their child, before their child starts in our Reception, during the initial visit;
- arranging home visits for children new to the setting;
- children new to the setting having the opportunity to spend time with their teacher together with their parents before starting school;
- offering parents regular opportunities to talk about their child's progress through parent sessions and parents' evenings;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- using Tapestry – an online learning journal which allows parents to view and contribute to their child's journal;
- daily communication to parents at the start and end of each session.

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.

Enabling Environments

At Wingrove 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.

Observation, Assessment and Planning

The Planning within Reception includes adult-led whole class Talk4Writing and Mathematics each day. We also have set small group phonics, guided reading and guided writing groups. In nursery, children are taught through key worker groups and receive daily adult-led sessions in English or Maths and another Area of Learning. In addition to this, all EYFS use objective-led planning to support the children to meet their next steps across all of the areas of learning through their child-initiated play.

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 on Tapestry – an online learning journal. Reception also have books which are used as appropriate for each individual child to record evidence of progress in writing.

The Learning Environment

The Foundation Stage 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 rooms are set up to allow children the independence to find and locate their own equipment and resources. Staff regularly update the provision to ensure resources reflect the learning needs. Reception and Nursery share an enclosed outdoor area and access Wingrove's forest school. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It allows the children freedom 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 the 3 prime areas and 4 specific areas.

Learning and Development

At Wingrove 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.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features include:

- the partnership between teachers and parents, so that our children feel secure in Foundation Stage and develop a sense of well-being and achievement;
- understanding how children develop and learn, and how this affects their learning;
- the range of approaches used that 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 through Tapestry;
- a variety of adult-led and child-initiated activities.

In addition to the Early Years Framework, children are observed and assessed against the Characteristics of Effective Learning:

Playing and Exploring,

Active Learning,

Creating and Thinking Critically.

Areas of Learning and Development

All areas of learning and development are important and inter-connected. 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 areas, the prime areas, are:

- **communication and language;**
- **physical development; and**
- **personal, social and emotional development.**

The prime areas are then strengthened and applied through the specific areas:

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

Monitoring and Review

It is the responsibility of all staff within the Early Years team to follow the principles stated in this policy.