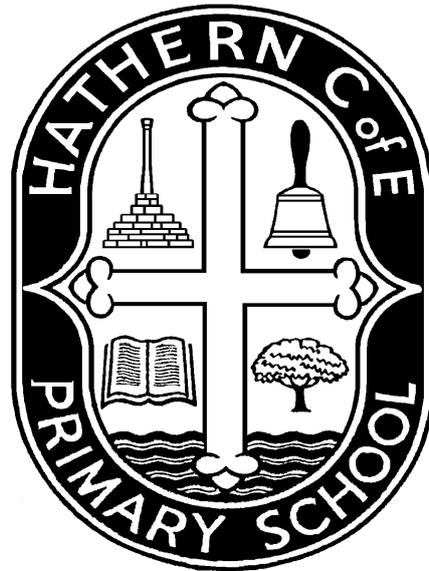


Hathern Church of England

Primary School



**Early Years Foundation Stage
(EYFS) Policy**

At Hathern Church of England Primary School, we believe in
‘Learning and Caring Together’

Introduction

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception class.

This document has been written to detail our approaches within our Reception class.

“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 – 2012

Aims and objectives

At Hathern we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS ‘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.’

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop within enabling environments
- Children develop and learn in different ways and at different rates

1. A unique child

At Hathern Church of England Primary School we recognise that every child is 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, celebrations and rewards to encourage children to develop a positive attitude to learning. We support children to develop a “growth mindset” with regards to their learning helping them to believe in their potential and to persevere even when learning is tough.

Inclusion

We value all our children as individuals at Hathern, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they

need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

We give our children every opportunity to achieve their potential and planning is adapted to meet the needs of all individuals, groups and abilities. We do this by careful observation of children's play, taking into account previous life experiences and by employing our understanding of child development.

In the EYFS we set realistic and challenging expectations for each individual so that all children can achieve throughout the year.

2. Positive relationships

At Hathern C of E Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Everyone at Hathern follows and adheres to the school behaviour policy ensuring consistency of expectations throughout the school. In our Foundation class we use keyworker groups and small group teaching to develop the relationships and confidence during the first crucial days and weeks at school.

Parents as partners

We strive to create and maintain partnership with parents and carers as we recognise that together we can have a greater impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways – see our separate Parents as Partners policy.

Some of the ways we do this are by:

- Multiple transition meetings and stay and play opportunities for parents and carers
- Home/Nursery visits
- Handbooks outlining expectations
- Information sharing using tapestry
- Holding Parent's evenings
- Having an open door policy for parents with any queries and concerns
- Written mediums such as tapestry, home school reading diary
- Sending home superstar balloons and certificates for outstanding achievements and progress

Community

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting. We aim to foster and develop positive relationships with all in our community.

Transitions

Staff spend time with feeder nurseries and playgroups to develop positive professional dialogue which will help support the children and families during the summer term ready for September start. In the summer term the EYFS staff will also formally meet with Year 1 teachers to discuss

the children's progress and individual needs and interests. The staff and children will also see each other regularly at playtimes, lunch times and during whole school events such as assemblies and visits. Children will also take part in class swap sessions where they will be in their new classes for a day.

3. Enabling Environments

At Hathern C of E Primary School we recognise that children learn through play. In our environment Children are able to direct their play with the materials and resources offered in the continuous and enhanced provision. Therefore the environment plays a key role in supporting and extending the children's learning. Where the children feel confident, secure and challenged they will take and manage risks with their learning which will support progression of learning. The children have daily access to an indoor and an outdoor environment that is set up in discrete areas planned in response to the Early Childhood Environment Rating Scale, the children's interests and next steps for their development. These areas are termed continuous provision as the children have continuous access. As the children develop so will the environment offering greater challenge and interest for the children these are planned as enhanced provision.

During their time in Foundation children will be expected to develop their skills of independence and as such the environment is designed with this in mind. The materials which the children can access are all labelled with pictures and words with resources grouped into areas such as the Creative Area, Counting corner, Writing Area etc.

Children at Hathern C of E Primary School also take part in Forest School – Please see Forest School Handbook for more information.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection, Illness and Injury. All staff are responsible for checking the environment is safe to be used for all who access it.

4. Learning and development

The curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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 are the **prime areas**:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

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

Planning

The curriculum is delivered using a play-based approach as outlined by the EYFS.

“Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities”.

Statutory Framework for EYFS

During children’s play, early years practitioners interact to stretch and challenge children further. Children are provided with a range of rich, meaningful first-hand experiences in which can explore, think creatively and engage with. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Accompanied by the Development Matters guidance, children’s interests help us to plan objective led, individualised next steps planning. This takes the form of a yearly overview which denotes festivals, seasons and possible topics. This is then broken down into weekly planning which takes the forms of directed teaching sessions for Maths, Writing, Guided reading and Phonics. We then plan stimulating and challenging learning opportunities into the enhanced provision detailed in an “Awe and Wonder environment planner.” Other activities are detailed in the weekly changing timetable.

For phonics we use Jolly Phonics and Letters and Sounds to give our children a broad base of experiences. For Maths we are using the MathsHUB White Rose Mastery materials. However each are for guidance and it is professional knowledge and assessment information of the children’s next steps which informs planning.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three Characteristics of Effective teaching and learning:

- Playing and exploring – Children will have opportunities to investigate and experience things, and ‘have a go’

“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”.

EYFS Principles into practice

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

- Active learning – Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

“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.”

Early Years Foundation Stage

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning for this to be truly active learning. As children develop their confidence, they learn to make decisions which provides children with the satisfaction of meeting their own goals as they take ownership of their learning.

- Creating and thinking critically – We encourage and support children to have and develop their own ideas, make links between ideas and develop strategies for solving problems.

“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 their process enhances their ability to think critically and ask questions.”

EYFS Principles into practice

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Assessment

During the first couple of weeks children are baselined using the LPAP agreed observation and evidence based collection booklet. This allows us to provide current, up to date information about each of the children helping us to immediately adapt and meet the needs of the children in the current cohort. This is then transferred into the online data collection systems which are used to monitor the progress of the cohort throughout the year.

As the children access the environment staff are continuously updating significant and relevant details into their learning journeys through Tapestry. These observations are shared between staff during a planning meeting and form the basis for the next days/weeks planning.

In the Autumn and Spring term, parents are invited to attend a parents evening and reports are written twice a year. Within the final term of Reception, we provide the parent’s with a report based on their child's development against each of the Early Learning Goals and short paragraph about how the children have developed their effective learning strategies within the Characteristics of Effective learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Monitoring and Review

It is the responsibility of those working in Foundation to follow the principles stated in this policy. The Headteacher and EYFS teacher will carry out monitoring on EYFS as part of and alongside the School Improvement Policy. The policy will be reviewed in September 2018 or as necessary.