

Cawood CE VA Primary School

Early Years Foundation Stage Policy

Document Status			
<b>Date of next review</b>	March 2018	<b>Responsibility</b>	Teaching and Learning Committee
<b>Date of Policy Creation</b>	24 March 2014		
<b>Date of Policy Adoption by Governing Body</b>		<b>Responsibility</b>	Chair of Teaching and Learning Committee
10 June 2014			
<b>Method of Communication</b>		<b>Signed</b>	<b>A Mudd</b>
Website, Server			

**Our Aims**

At Cawood CE VA Primary school 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 well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

**Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents/carers and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach in nursery to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.
- The general ethos will encourage the young children to explore, experiment, take risks, make and learn from mistakes and engage in purposeful play.

## **Foundation Stage 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**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

The EYFS curriculum is delivered through a series of topic based approaches, which are developed through the children's interests to encompass all areas of the curriculum. Ongoing observation and assessment of the children informs our short term weekly/daily planning.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. In reception there is a more equal focus on all areas of learning, as they grow in confidence and ability within the three prime areas.

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'*

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further developing the characteristics of effective learning. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

Children have whole group and small group times which increase as they progress through the EYFS.

### **Observation and Assessment**

Observations include focus group activities, informal observations in provision areas and learning stories. All Foundation Stage children have an online individual learning profile to record learning and progression throughout the EYFS. This offers all parent/carers easy access to their child's learning profiles. All adults who come into contact with the children should and will contribute to his/her assessment progress. Parents will also be asked to contribute their knowledge of their child's strengths, skill, interest and difficulties.

Each term we make a summative assessment and transfer the data to SIMS. The group sheets are used throughout the year to give an overall view of progress across each area of learning, and identify any areas for development, thus informing future planning and provision.

The records collected throughout the year are used as the basis for reporting to parents/carers and informing the staff for the following year.

### **Safety**

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/accident.

### **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child. 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.

### **Parents/carers as Partners and the Wider context**

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/inviting members of the community into our setting.

Parents/carers are a child's first and most important educators and they are made to feel welcome, valued and encouraged to contribute to their child's education.

We do this through:

- Offering an opportunity for a home visit before their child starts nursery.
- Having a nursery parents/carers meeting in school before their child starts in nursery.
- Inviting the children to visit nursery before their start date.
- Encouraging parents/carers to come into the nursery and reception class with their child each morning, and allowing time to discuss any issues and sharing achievements.
- Parents/carers of children entering reception are invited to a meeting in the summer term before they start school.
- Inviting children in reception to stay for a 'Happy Herbie Lunch' with their parents/carers before they start full time.
- Organising a reading meeting during the first half term in reception to discuss how they can help their child at home.
- Arranging activities and events throughout the year to encourage collaboration between child, school and parents/carers, e.g. fundraising events, Christmas celebrations, I am special booklet, talk time. As well as ensuring we have regular correspondence and communication with home.
- We encourage parents/carers to share their child's progress, achievements and home life through the use of a secure online profile. This allows regular opportunities for communication.
- Running a 'DEEP' morning (drop everything enjoy play) for the parents/carers in reception. Parents/carers are invited to stay in school to interact and play with their child. This also offers opportunities for parents to share learning profiles and talk to members of staff.
- Parents/carers receive a written report on their child's attainment and progress at the end of EYFS2. It is based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1. Parents at the end of EYFS1 are welcomed into nursery to share their child's achievements during a nursery open afternoon.
- Parent/carers meetings are also arranged during the autumn and spring term for reception parents.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including other nurseries and childminders. Children attend introductory sessions to Nursery to develop familiarity with the setting and practitioners. Parents/carers complete an online section about the child when starting nursery. Children enter nursery in the term after their third birthday.

During their time in nursery, children are given the opportunity to visit the reception class on a regular basis to ensure successful transition.

The Year 1 teacher meets with the Reception staff to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. The children also make visits to their new classroom to become familiar. This enables the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.