



## Early Years Foundation Stage Policy

March 2018

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1.0	May 2011	J. West	Approved	Original document
2.0	February 2013	J. West	Approved	Updated document taking into account new framework 2012
3.0	March 2015	J. West	Approved	Updated document taking into account changes to our learning journals
4.0	February 2016	J. West	Approved	Updated to include new assessment procedures and changes to our outdoor provision routines.
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## **Buryfields Infant School Early Years Foundation Stage Policy**

### Vision, Ethos and Values

At Buryfields, our overall aim is to foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all. We have three core aims to further improve the children's learning which are:

- To challenge and motivate each and every child
- To continue to raise standards and levels
- To ensure the needs of every child are met appropriately

In the Early Years Foundation Stage (EYFS) at Buryfields we lay the foundations for lifelong learning. We want each child to be happy, cared for and excited to learn. Children of this age learn best through play based activities and first hand experience. Children become independent learners through a provision of a balance of child-initiated and adult-led experiences. We aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically and intellectually to their full potential and at their own pace.

The EYFS is based upon four principles. These principles form the basis of our Early Years Foundation Stage policy:

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

### **A Unique Child**

*Every child is a unique child who is constantly learning to be resilient, capable, confident and self-assured.*

At Buryfields we aim to support and challenge each child at their unique pace of development. We want the children to achieve a positive sense of their own identity and culture which helps them to develop a positive self image. We acknowledge the different ways in which children learn and recognise and praise their efforts as well as achievement. We aim for all children to develop a positive attitude to themselves as learners.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We do this by taking into account our children's range of life experiences and interests when planning for their learning. We adapt our planning when necessary to link with the interests that we have noticed in our observations of the children playing and learning.

It is of vital importance to us that all children in the school are safe. Children should be allowed to take calculated risks, but need to be taught how to recognise and avoid hazards. We aim to educate children on boundaries, rules and limits and to help them to understand why they exist. We provide children with choices to help them develop this important life skill. We aim to protect the physical and psychological well being of all children (See Whole School Safeguarding Statement and Child Protection Policy and our Health and Safety Policy).

### Inclusion

We plan to meet the needs of all of the children in the EYFS: boys and girls, 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, children from diverse linguistic backgrounds and children from British forces families.

### **Positive Relationships**

*Children learn to be strong and independent through positive relationships.*

In the EYFS we aim to develop caring, respectful and professional relationships with all children, their families and members of staff.

We recognise the important role that parents and carers have played in educating their children, and acknowledge that this role will continue in the future. We therefore carry out:

- Visits to pre-schools to see the children in a familiar environment and to begin to establish relationships with the children and liaise with staff.
- 'Songs and Rhymes' workshops for children and parents before they come to Buryfields Infant school.
- New parents meetings to support parents when their child starts school.
- Home visits; we believe that these are a vital way of getting to know the child and parent before the child starts school.
- Parents Evenings; 3 times a year to discuss the progress of each child.
- Curriculum Meetings; to inform parents about the EYFS.
- Open mornings at school.
- Ad hoc meetings. We have an 'open door' policy. Parents can chat to us at any time, but may need to make an appointment with staff if they are busy working with the children.
- Regular communication via letters to inform parents of our curriculum.
- Good work assemblies; parents are invited to share in their child's successes.
- School Events; Parents are invited to join in and get involved.
- Reports; Parents will receive an end of year report on their child's attainment and progress.
- Home driven celebration. 'Special leaves /apples'; parents have the opportunity of writing about their child's development on a paper leaf / apple which is then displayed on a class 'tree' and contributes to our assessments.
- Observations which are recorded on 'Tapestry'. Staff will share some observations with parents during each half term.
- Children's work is shared with parents at each Parent's Evening and parents are given the opportunity to respond by completing an evaluation sheet.

### Key Person

We recognise the importance of attachment for young children and aim to provide consistency in staff wherever possible. The class teacher and teaching assistant both

have the role of key person for each child in the class, therefore providing stability if either one or other is out of class.

### **Enabling Environments**

*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 / carers.*

At Buryfields Infant School 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 children's learning.

#### **Observation, Planning and Assessment:**

The planning within the EYFS follows the school's long-term planning which is based around half-termly themes. These plans are used by the EYFS teachers as a guide for medium and weekly planning. However, the teachers may alter these in response to the needs, achievements and interests of the children at any point. All planning and adaptation is discussed and reviewed as a team in weekly meetings.

We make assessments of each child within six weeks of starting school which inform our planning of next steps. All children are assessed on their levels of expressive language on entering the EYFS. The programme 'Speech Link' is used to carry out an assessment and to deliver interventions if necessary. We also deliver any Speech and Language Programmes which are already in place when a child arrives at Buryfields.

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Staff will record observations and take photographs of individual development.

Interventions are planned for children identified as 'below expectations' and are reviewed regularly.

At Buryfields Infant school we use 'Tapestry' to show how children are progressing through the age bands in both the prime and specific areas of the curriculum. We also observe children's 'Characteristics of Effective Learning', i.e. playing and exploring, active learning, creating and thinking critically.

Within the final term of the EYFS, we provide a written summary to parents to report:

- the child's attainment against the Early Learning Goals,
- brief particulars of attainment in all areas of learning;
- comments on general progress including the characteristics of effective learning
- arrangements for discussing the report.

A Dyslexia Screening Test is carried out at the end of the EYFS to help us to identify any pupils needing and individual intervention known as SIDNEY (Screening and Intervention for Dyslexia, Notably in the Early Years).

Reports will be specific to the child. They will be concise, informative and will help to identify appropriate next steps.

### **Learning and Development**

*Children develop and learn in different ways. We teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. We foster the characteristics of effective early learning.*

The EYFS classrooms and outdoor area are organised in a way that will allow the children to explore and learn in a safe and secure environment. The children are able to access the outside area daily. Adults support and extend the children's and monitor the number of children outside in any session. We believe that the outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore using their senses and to be physically active and exuberant. We plan activities and resources for the children to access outdoors that help in all areas of learning.

### Learning Through Play

At Buryfields we believe that play is a vital and essential part of children's learning and development. Children's play reflects their wide ranging and varied interests and pre-occupations. In their play children learn at their highest level. Through play children explore and develop learning experiences, which help them to make sense of the world. They practise and build upon 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.

The resources that we provide for play are often selected and related to our themes and learning objectives. Children can access resources freely and are allowed to move around the classrooms and outdoor area to extend their learning.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. This provides children with a sense of satisfaction as they take ownership of their learning.

We believe that children should be given opportunity to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

The EYFS is made up of seven areas of learning:

#### Prime Areas

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

#### Specific Areas

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

The children also follow the RE curriculum (See RE policy) and this has been linked to the EYFS.

### Monitoring and Review

It is the responsibility of the EYFS team to follow the principles stated in this policy. We constantly review our teaching and learning considering the four key principles outlined above ensuring that through our planning and delivery of the curriculum we respond to the particular needs of our children and their individual stages of development.

Julie West

February 2016      Review Date: February 2018