



# Early Years Foundation Stage Policy

**July 2018**

(To be reviewed annually)

## Early Years Foundation Stage (EYFS) Policy

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*“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.”*

*Statutory Framework for the EYFS- DFE 2017*

## **Introduction**

We believe young children learn best through play and that the foundation stage is important in providing a solid foundation for all future learning. In our Early Years Foundation Stage (EYFS), we aim to make sure that all children experience the very best possible start to their education to ensure that they enter primary school having established a solid foundation on which they can build to help them flourish throughout their school career and beyond.

## **Aims of the Early Years Foundation Stage Curriculum**

- 1 To provide a happy, safe, stimulating and challenging programme of learning and development for all the children. Learning will be through practical and play based activities, which are structured, balanced, relevant to the child and related to the real world.
- 2 To provide a curriculum which takes account of, and responds to, the children’s developmental needs and interests and allows them to make progress related to their differing abilities. “What the child can do” will be our starting point.
- 3 To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- 4 To provide a curriculum which promotes the ‘Early Learning Goals’ identified in the ‘EYFS profile handbook’
- 5 To provide a curriculum which provides equal learning and development opportunities for all the children.
- 6 To establish good relationships with parents and carers to ensure home/school communication is effective in promoting children’s learning.

## **The Early Years Foundation Stage (EYFS) framework**

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (April 2017). This document sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It 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.

The guiding principles that should shape practice in early year's settings are: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and development'

## **Teaching and Learning**

There are seven areas of learning and development that shape the curriculum in the Early Years. All areas of learning and development are important and interconnected.

The curriculum is centred on 3 prime areas of learning  
These are:

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

There are four specific areas which develop essential skills and knowledge These are:

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

Teachers and Teaching Assistants plan, teach and assess using the seven areas of learning (Prime & Specific) and the Characteristics of Effective Learning. To ensure the maximum amount of progress for the maximum number of children for the maximum amount of time, a robust observation and assessment cycle is in place.

Across the daily routine, practitioners ensure children have a balance of child initiated and adult led activities. Activities are appropriately differentiated to ensure ongoing progress. Children will also have an additional a daily Phonics or 'Read Write Inc' session.

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.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Using children's interest as a starting point, we provide a stimulating, purposeful and challenging learning environment, in which children have access to continuous provision both indoors and outdoors.

By the Summer term in Reception the children will experience many more adult led activities as they prepare for their transition to year 1.

### **Assessment**

Ongoing observation is embedded in daily practice with practitioners skilled at identifying children's achievements, interests and next steps for learning. Gathered information, recorded and anecdotal is subsequently used to make accurate 'best-fit' assessment judgments against Development Matter and the Early Year's Outcomes.

All staff are encouraged to contribute and regular discussions regarding pupil progress take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. Parents are encouraged to contribute to these learning journeys and invited to attend a parents evening four times per year. A written report is given at the end of both Nursery and Reception.

Regular moderation (internal and external) ensures accuracy of data across EYFS and as children transition into Y1. Analysis of data drives planning and indicates individual/groups of children for 'narrowing the gap' planning/strategies.

### **Transition**

To ensure the start to EYFS is as smooth as possible for all children and parents a home visit, induction meeting and a transition morning are provided for any children new to Nursery and Reception in September. (For anyone starting late in the year a home visit will be completed.) All Nursery children starting in September have a staggered start with a gradual increase in their time, typically over 3 days.

Transitions are carefully planned for and time is 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, including other settings, including nurseries and child minders.

During the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. A transition morning for the children is also planned, this allows the children time to meet their new teacher and see their classroom.

## **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 or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection,

Signed: Miss A Strachan (Head of Foundation Stage)

Date: July 2018